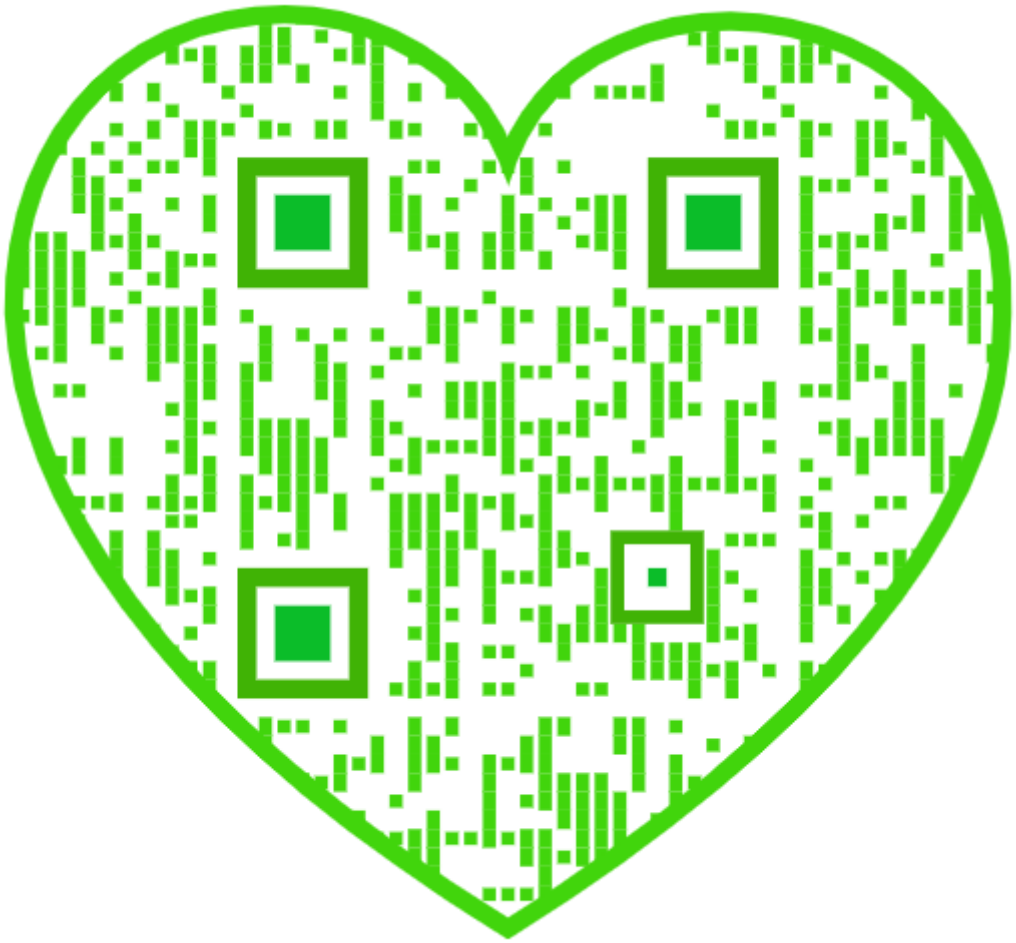

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Forty Years
of the
National Recreation Association

TOGETHER FOR FORTY YEARS men and women of good will have worked to help everyone in America to gain joy and strength and growth through doing the things they most want to do.

Last year about 13,000 people shared in the financial support as members, some 300 volunteers served as sponsors in representing the Association in localities. Thousands upon thousands have cooperated as volunteers to build the movement through these forty years.

Of course the playgrounds, the parks, the swimming pools, the recreation centers have played their part in keeping down mental and other diseases and lessening the other ills of society, but the main effort has been positive, to build joyous, strong citizens who never cease growing.

The attempt has been to help each person to be most fully the person he or she was meant to be. Some citizens have wanted one form of recreation, other citizens have sought other forms. Some communities have sought one plan of organization, other cities other forms. The Association has tried to help all—has not tried to have one plan of living for each individual, each neighborhood, each community. The Association has attempted to help all kinds of groups to work on recreation, on the art of living.

The Association has refused to accept great power, which many would gladly have placed in its hands, because it has wished to see decisions made locally. The title to local recreation property of great value has been refused, because it was better that the title be held locally.

The Association has not sought overmuch publicity for itself, though it has secured much publicity for recreation, and the recreation movement as such has had general recognition. The Association learned early that there is much you can talk about if you do not do anything about it; very much you can do if you do not talk about it. The Association has tried to be one of the groups that does not talk things to death. Rather it has tried to give practical, definite, concrete help to those who want to do. It has tried, however, to let the people in the community themselves be the ones who had the satisfaction of initiating and doing, the Association making the knowledge and the experience of the whole movement available.

There has been much emphasis on the individual—on what man is, on what man wants, what he wants to become.

There has been much emphasis on the family—on the family playing together in the home, on the family going out together, staying together.

There has been much emphasis on the neighborhood, on the block, on the village, on people building for themselves, building their own lives.

Always there has been much emphasis on the church, on people finding happy times together as families in their churches.

The natural groupings of people in service clubs and other clubs and lodges, farm bureaus, granges, labor groups, veterans' groups have all had their part.

On its fortieth birthday, April 12, 1946, the Association members, the Board of Directors, the staff salute the more than 1,500 cities and towns which have now established community recreation programs, mostly supported from local tax funds, thousands of small communities with special programs, the many counties which have county government boards that give attention to recreation, the very many state government bureaus which do something to help with the recreation of the people, the various federal government bureaus with which the Association for so long has worked closely.

The Association salutes the mayors, the city managers, the recreation boards and the recreation superintendents, the park boards and the park superintendents, the school boards and the school superintendents, the governors and the many, many representatives of government who do so much for recreation.

The Association salutes the newspapers, the magazines, the radio stations, the P.T.A.'s, the service clubs, the League of Women Voters, the Junior Leagues, the neighborhood civic groups, the commerce and labor groups, the churches and religious groups of all denominations.

Above all, the Association salutes the people of America who have given such steady support to recreation for all these years and have made such extensive cooperative use of the Association in themselves building local recreation centers and local native recreation leadership.

Recreation has become in its own right a giant—a giant not in size, not in members, but in innate strength and in the contribution it is making and going to make to the world in the next one hundred years. Perhaps no movement in America has made more substantial progress. The movement has depth, power. It has gone far, yet in another sense it is only now ready to go.

Recreation is strong because it has roots in the soil of the common life of America. The movement is strong enough to leave room for people with diverse points of view.

The people of America of themselves, for themselves, are cooperatively developing an art of living which each year has greater and greater importance.

The first forty years is only a beginning.

HOWARD BRAUCHER

Tales from a Southern City: Three Stories About Playgrounds in Richmond, Virginia

Richmond is Virginia's largest city and its capital. According to the 1940 Census the city's population was 193,042. In 1944 its budget for recreation was $119,812, a part of which was spent on its thirty-two summer playgrounds. Some of the activities that took place on those playgrounds during the summer of 1945 are described in the first two of the three stories which follow. The third story tells how the principal and teachers of one of Richmond's schools went about improving their school playground.

Festival Week

By PATRICIA ROYAL
Promotions Secretary
Richmond Division of Recreation

CAN ANYBODY USE a success story? Here are thirty-two of them—one for each of the playgrounds conducted by the City Division of Recreation in Richmond, Virginia, where "Festival Week" was held during the month of August.

In theory, Festival Week was a series of summer season closing programs. Actually it was an elaborate interpretation of American life by the boys and girls of the city. This theme, which was broken down into five phases of American history, provided a colorful background and left a wide-open field for the imagination of the youngsters, the playground directors and the specialists assigned to the project.

If you had been in Richmond and had seen some of these final events, you wouldn't have thought that only a few months before at a staff training institute the plans for the summer theme had been presented to the playground directors for their approval. Accepted wholeheartedly by the directors, the American Life theme was passed on to the playground children with some idea for its development toward a final festival.

The Theme and Its Phases

The theme was divided into five phases—Indian Life, Pioneer Life, Southern Life, Life on the Mississippi, and Life in the Wild West — and each playground was asked to choose one phase for its summer project. It was feared at first that the Indian Life theme would capture the fancy of the children and thirty-two playgrounds would be beating tom-toms and portraying the John Smith incident come Festival Week, although each of the five divisions promised to be equally colorful and exciting as evidenced in the program files being prepared by a Richmond public school teacher employed during the summer to do research work on the project. But the central office's prayers were answered and the phases were apportioned almost as well as if they had been rationed out with no respect for the children's choices. Each location chose its project after due consideration of the size and terrain of its grounds, materials with which it would have to work, the number and talents of the children and, finally, what they *wanted* to do most.

Study and Planning

As soon as the directors had endorsed the idea several hundred carefully selected books were borrowed from the Richmond Public Library and directors were invited to use the volumes to supplement the typed materials prepared by the office. The subject matter of the books ranged from costumes appropriate to the Show Boat era and songs of the Wild West to tales of the pioneer days.

Every playground had its own individual problems but no particularly serious ones. During the earlier days of the project the Recreation Division sent a photographer to Monroe Park near the center of the city to get a picture of the work being done on Indian life at that playground. When he arrived two little girls with pigtails and a little

red-headed boy were waiting, rather impatiently, to pose among the tepees for the camera. Upon inquiring about an empty costume folded neatly on the ground, the photographer was told that its future occupant, a little Greek boy named Roman Mike, had shown up a few minutes earlier a little smutty and had run home to bathe!

Meanwhile the two little girls sat down, Indian fashion, in front of one of the tepees to smooth the edges on their clay pottery in preparation for the picture. Just then one of the kids among the spectators, perhaps a trifle envious, teased, "Whoever saw a *red-headed* Indian?" pointing to the little warrior who was busy arranging his war shield (a paper-covered apple basket top). The others took it up and agreed laughingly that they had never seen anything but "black-headed" Indians, except for bald-headed ones. Even without his war paint the red-head seemed irked and his freckles fairly stood out on his face.

"Never saw a red-headed Indian, huh?" he retorted, hand on hip. "Have you ever seen a red-headed Italian?" To these ten and eleven-year-olds, a red-headed Italian was just another impossibility and they laughed again, "Of course we never."

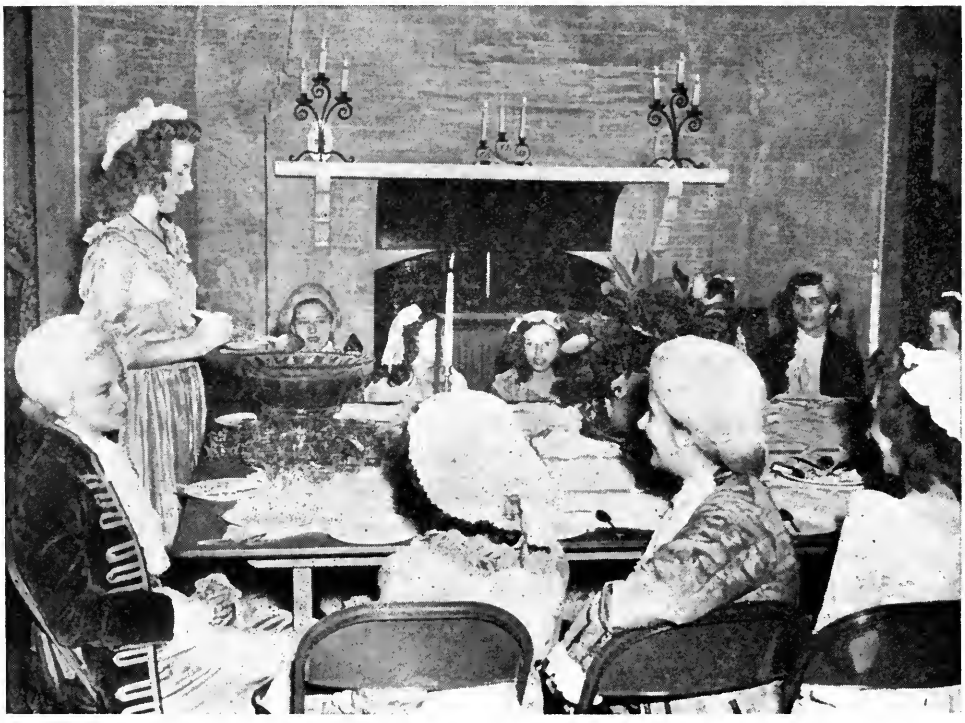
"Well, you're looking at a red-headed Italian right now, and I'll play like I'm an Indian, too, if I want to!"

The Idea Catches On

It was amazing how the idea caught on. Some playgrounds made everything used in their final festivals although the central office was ready to supply anything from public address systems to produce wagons. The latter article was needed for the big festival given by four playgrounds in the East End of the city at Chimborazo Park. The afternoon of the performance someone mentioned that a covered wagon would add much to the Pioneer Life exhibit of the festival. One of the boy workers overheard the conversation and a little while later as he rode down Broad Street on his way to another playground with costumes he happened to be reminded of the idea. Seeing an old man with a wagon full of watermelons, he approached the traveling vendor and made a deal with him. That night Chimborazo had a covered wagon, but only after the watermelons had been sold out.

The American Life idea was very adaptable to all activities on the playground and added the much-desired continuity to the playground program. Crafts took on a new meaning as they fitted into the stories of life during a particular period of our country's history. Dances and songs were lifted from the past and taught the boys and girls. They learned the same games their forefathers had played generations before and listened to tales of long-ago days to "get the feel" of the various periods. Drama was a natural for the project and was employed to great extent in the festivals.

Southern Life was one aspect of Festival Week



To take some of the burden off the director's should-

ers and add to the interest and education of the children, the Recreation Division assigned specialists in various fields of recreation to visit the playgrounds and instruct the children in arts and crafts, sports and games, music, songs, dances, storytelling and dramatics. The boys and girls enthusiastically awaited the arrival of the specialists who brought with them new ideas for making baskets, new dance steps, and "catchy" tunes.

Dances and costumes of a by-gone day

Production Highlights

The finished product and the reaction of the huge audiences proved that the project was worth all that had been put into it. One of the outstanding events was the Show Boat, constructed by the Recreation Division, which docked at the playgrounds giving festivals of Life on the Mississippi. Pig-tailed, colored children cut some fancy cake-walk steps while playground prima donnas sang tunes reminiscent of the Mark Twain days on the Show Boat replica.

Southern Life was vividly portrayed on a set simulating a plantation mansion. Steeped in Virginia's traditions, these children from the colonial capital of the South found the Southern Life theme a "cinch." Virginia reels were charmingly presented on the greens of the parks and skits of famous historical incidents added a spark of the dramatic to the variety programs.

Captain John Smith, of Jamestown reknown, was soon recognized as the most popular character in the history of American Indians when the children working on Indian Life were asked to offer ideas for the final program. Fortunately, Pocahontas made her anticipated entrance just in the nick of time at each location. Handcraft for this project was anything but a problem and many a proud parent viewed his child's efforts on exhibit during Festival Week.

The Wild West was interpreted very effectively at one playground with a rodeo complete with horses and ponies. Cowgirls and boys harmonized on the well-known songs of the West and danced the folk dances popular in this section. Dancing and singing around camp fires with covered wagons and ponies in the background typified Pioneer Life festivals.

Evaluation

Besides being a lot of fun, and a real adventure in recreation, festivals like those given in Richmond during Festival Week seem to have a definite carry-over value in education. The educational purpose is two-fold. The children who visit the playgrounds learn worthwhile skills in many activities and there is a natural tie-up with what they learn during the school months. Furthermore, the public is given an opportunity and encouraged to see the results of the portion of their taxes which are contributed to recreation.

The festival idea is not new with the Richmond Division of Recreation. Festivals are becoming an

annual occurrence at the close of the summer's program. Last year the timely theme of the Allied Nations prevailed in the activities on the playgrounds and was clinched with a beautiful "Allied Nations Festival" in William Byrd Park. Thousands of spectators gathered to see the dancing, singing, games and elaborate exhibits presented in this miniature World's Fair.

With the war over, keep your eye on Richmond for bigger and better festivals!

In the Swim Again

By JACK KILPATRICK

IT'S DIFFICULT to put your finger exactly on the beginning of Richmond's 1945 observance of Swim for Health Week. Perhaps the real start came three years ago, when the City Health Department hung up a "No Swimming" sign on Shields Lake, the city's large municipal swimming pool in Byrd Park. Or perhaps the beginning came last winter when the Mayor remembered the desolate, abandoned lake, wondered if something couldn't be done, and working with the Director of Health, the City Chemist and the Director of Public Works, took the necessary steps to get the lake back into operating condition for the 1945 summer season. Or perhaps it all started when the promotion manager for a Richmond department store suggested that the store sponsor a grand reopening of the lake during national Swim for Health Week.

Whatever its beginning, the city's Swim Week observance provided entertainment for more than 100,000 persons who came to Shields Lake during the week of June 25—July 1. More than this the 1945 Swim for Health Week provided free swimming lessons for some 2,800 Richmond youngsters and focused attention on "swimming for safety" so thoroughly that a drop in the number of summer drownings has been observed.

How It Was Done

Richmond's observance might well serve as a pattern for other cities interested in promoting water fun and safety. It calls for several factors—an alert and energetic City Recreation Division, a group of actively interested laymen, the cooperation of various civic agencies, and a financial backer willing to foot the bills for the general betterment of the city.

In the Virginia capital the Bureau of Parks and Recreation endorsed the offer of the department store's sponsorship. Its recreation superintendent, Miss Claire McCarthy, took charge of the job and swiftly lined up a committee of Richmonders headed by a local broker, and got in touch with authorities of the Army, Navy, Red Cross, Y.M.C.A., Y.W.C.A., Virginia Boat Club, Girl and Boy Scouts, and the Richmond Ministerial Union. A publicity committee was established and Swim for Health Week was off to its start.

The actual directing staff consisted of the Superintendent of Recreation, the Program Supervisor of the Recreation Division, the Promotion Manager of the department store sponsor, and the General Chairman of the Committee. Working directly under them were an expert athletic director who was to be in charge of the life-saving staff at the lake, a paid publicity director who was a newspaperman on one of Richmond's papers, and a publicity assistant from the staff of the Division. In addition, a few special people were assigned to individual tasks.

Plans were laid to devote the entire month of June to a learn-to-swim campaign. The Y.M.C.A., annual week of free swimming lessons for boys, June 11-18, coincided excellently with the plan, and the Y.M.C.A. authorities agreed gladly to join the City Recreation Division in its over-all plan. The week of June 18-25 was set aside for girls and women at the swimming pool in the municipal auditorium. The final week of June was scheduled for both boys and girls at Shields Lake which had been certified for use by the Department of Health.

Enrollment

A number of methods were used to enroll pupils in the free swimming classes. Application forms were printed and distributed to every school in the city. Cards for boys and girls were made available through principals and home-room teachers. These cards were simple and to the point, requiring only a child's name, address, age and parent's signature.

An application form, identical with that sent to the schools, was printed in the local newspaper together with a story giving the dates of the swimming lessons. This form was "plugged" over several radio programs before it appeared in the newspaper.

Application cards for business women and industrial workers were made available at large industrial plants, where Swim Week posters were

placed on bulletin boards. A special class for young women was arranged in the evening. An Industrial Committee, composed of representatives of Richmond's largest firms was responsible for this promotion.

Numerous newspaper items promoted the free swimming lessons and advised interested youngsters or adults to telephone the Recreation Division for an application form to be mailed them.

Colorful car cards were provided by the Virginia Transit Company, operators of the local street car and bus system, advertising the dates and places of the swimming lessons with a slogan, "Get in the Swim for Safety's Sake."

Application forms almost swamped the Recreation Division. The requests came from every income bracket, and from every geographical section of the city. The Y.M.C.A. extended its annual lesson period a full week to care for the pupils, and enrollment of girls and women finally had to be closed for lack of teachers. A final count showed 2,743 swimming students. A high percentage of them learned to care for themselves in the water.

The learn-to-swim staff for boys was handled entirely by the Y.M.C.A. The staff for girls was organized and directed by the City Recreation Division and included a number of volunteer coaches chosen from leading young women swimmers in the city.

The Final Week

While the work of preparing application forms for swimming lessons was going forward in May, a member of the committee was busy lining up professional entertainers who would star in the week-long swimming carnival. Buster Crabbe and his water carnival proved to be available and the troupe was signed for three shows. Ann Ross, women's national lowboard diving champion, and her group were signed for three performances. Arrangements were made to have the Spotlight Band of the week at Shields Lake for a nation-wide broadcast.

A good many headaches went into the final planning of the big week, but local agencies cooperated with such smoothness that everything clicked into place without serious difficulty.

The opening day—Monday, June 25—was set aside as Boy Scout Day. Scouts engaged in pirogue races, tilting contests, and a dramatized lesson in water safety on a fishing trip. A model sailboat race was put on by Cub Scouts.

Tuesday was Girl Scouts' Day and included such events as water contests, water games, a fireside picnic and community sing. Hundreds of parents and their friends visited the lake to participate in group picnics and to watch the fun.

Navy authorities from Camp Peary provided a topnotch show for Wednesday afternoon, featuring swimming with fins, swimming with full packs, rescue work, and comic diving. A special twenty foot tower was erected from which the sailors strung a large rope net to demonstrate abandon ship tactics.

On Thursday and Friday afternoons came city-wide swimming and diving championships. Midget and intermediate classes competed on the first afternoon, junior and senior classes on Friday. The tournament was directed by the Y.M.C.A. and entries were handled by that agency. The sports pages of local newspapers cooperated with a number of stories concerning the swim meet, and the number of entries proved greater than had been expected.

On Friday night came the first of the big shows. Weeks of work by carpenters and painters ended just in time. A large floating stage was in place. Nautical flags and flags of many nations were strung about the lake. A temporary grandstand was erected to handle the crowds, and ushers and ticket-takers were assigned to their posts. Systems of spotlights and loudspeakers were in place. Even the Weather Bureau cooperated with a prediction of balmy weather.

Before an audience estimated by police at more than 23,000—the largest throng ever to attend an entertainment in Richmond—the Vincent Lopez orchestra presented a concert and Ann Ross went through a breath-taking routine of diving. Spotlights and starlight and cool water created an atmosphere of gay relaxation which brought spontaneous requests from the audience for more of the same next year.

Saturday, June 30, saw new crowds assembled on the banks of Shields Lake. The afternoon was devoted to the Ann Ross and Buster Crabbe shows and to a demonstration of water safety sponsored by the Red Cross in cooperation with Navy authorities.

The Ann Ross and Buster Crabbe shows were repeated Saturday night before another audience, and again weather conditions approached the ideal. A local union orchestra provided music for the show itself and a band from the Richmond Army Air Base gave a forty-five minute concert before

the show began. The final Buster Crabbe show came on Sunday afternoon. It was coupled with an added local attraction in the form of a Cavalcade of Swim Suits. This featured a group of twenty Richmond girls modeling swim suits dating from 1890 to 1945.

Swim for Health Week ended Sunday evening, July 1, with a choral concert, sponsored by the Richmond Ministerial Union. Local ministers provided opening and closing prayers and a brief sermon midway of the concert. The Ars Musica Guild, the Richmond Opera Group, and the telephone company's glee club provided the singers under the direction of a local choral director of note. This closing event was among the most successful of the entire week.

Plans are under way to repeat the swimming festival of 1945. Parents of children who learned to swim are among the most enthusiastic supporters of another Swim Week in 1946, and the entire city is awake to "swimming for health—for fun—for safety."

How We Improved the Playground

By ETTA ROSE BAILEY
Principal, Maury School

IT WAS A FAIRLY typical school playground—a ragged, patchety plot of ground with a fringe of grass around the edges and a middle hard surfaced with tar to minimize service in upkeep both for teachers and janitorial staff. The children played there—yes—depending upon a few pieces of movable equipment such as balls and bats, a stationary slide and a swing.

What happens to children on the playground is just as important as what happens to them in the classroom. Playground activities are as important as a reading session, but sometimes it is even harder to get equipment for playgrounds than it is to get books for the schoolroom. As an environment for learning new skills, group cooperation and good sportsmanship our playground had very little to offer. We decided to do something about it.

The Beginning

In 1943 some of us—teachers and the principal—set about to improve the playground. We needed more space and we needed equipment. We visited several heads of industries where parents of our children work. We told them about the lack of space and equipment and how important it was to have a playspot for the children during the regular school day as well as for the extended school program. We pointed out the advantages of this program and how much it meant to the parents to know that their children were being cared for adequately and that they had a safe place to play.

Some of these business people gave us money. One of them offered the services of his architect to help us plan the playground as an artistic unit. Another put us in touch with a welder who made our pipe junglegym and a third told us about a carpenter who would be invaluable. And so we began.

The next year we visited other business men in the community and obtained more funds, more services and help. Many of these men became interested in the importance of the playground and developed considerable pride in their contributions to it. Although it is not completed, it is well under way and the children and teachers love it.

Special Features

Near the school building four awning-covered "shelters" provide shady spots for various kinds of groups. Under one of these shelters a hammock is swung and a second hammock has been installed on the opposite side of the yard. Groups line up with "pushers" to swing the hammocks and everyone has a turn. These groups usually carry on with little supervision and the maximum of fun. Swinging in a hammock is one of the most delightful pastimes.

One shelter covers a large sandbox at which children of all ages play. Digging and building in sand are not the peculiar characteristics of the below-sixes alone. Even twelves find much joy in making sand villages, airports and beach landings on Okinawa or Saipan.

A large picnic table with seats on all sides occupies another shelter. Often children eat their lunches at this out-of-doors table. Committees use it for meetings, and parents and faculty members use it for conferences. It also provides a good sitting-down-place when one is tired of active games. The quality of social life that goes on around the table proves it to be an important part of the playground equipment.

Four large white wooden lounging chairs with small tables beside them form an enticing group of

(Continued on page 53)

Playground Season 1945

THROUGH THE FALL and winter of 1945-46 reports have been coming in to the offices of the National Recreation Association. They were heartening reports. They came from north and south, east and west; from large communities and small; to tell the story of recreation in the United States and Canada. Some of them told the story of recreation on the playgrounds. It is not possible to copy them all into the pages of RECREATION. They have, instead, been boiled down for suggestions that might be of interest to recreation workers on the playgrounds in 1946 or that might show "how the wind is blowing" across the country.

Storytelling

A daily or weekly story hour seems to have been a fairly regular playground feature in 1945. In many communities the playground leaders and the city librarians cooperated, the former benefiting from the value of the latter's specialized training. At Grand Junction, Colorado, for example during the last four weeks of the playground season, librarians held a storytelling hour at each playground each week.

Hamilton, Ontario, initiated a system of playground libraries in addition to a daily story hour. On each of the city's twenty-one playgrounds children brought their books to the leader. She arranged for lending the books from this common pool to other children.

Oregon City, Oregon, had a thirty minute period three afternoons a week devoted to storytelling for "toddlers," children from 3 to 6 years old.

Decatur, Illinois, used storytelling as an important part of their general theme—international play-ways. Their eight week season was divided into five periods. The periods were assigned as follows:

Africa	Australia
Asia	Europe
The Americas	

Sports

Appropriate folk tales and other stories formed a part of each period's program. In addition Decatur held a storytelling tournament for all the youngsters who took part in the playground activities.

Radio and Dramatics

In Hamilton, Ontario, the playgrounds sponsored a weekly broadcast of information about athletics and, in addition, were asked to provide one of a series of programs put on by the Children's Aid Society. One of San Diego, California's playgrounds specialized throughout the season in a program whose core was radio and dramatics.

First Year's Record

Little Rock, Arkansas, had its first summer playground program in 1945. The city voted a budget of $10,481.16 for a playground season of two and a half months. To this was added $683.29 from the Recreation Trust Fund which had been raised by men from Little Rock's churches. This total budget of $11,164.45 was spent on twelve playgrounds which served 90,935 persons during the summer. The staff of thirty-three full-time and twelve part-time workers were drawn from school

teachers and recreation workers. In addition to a supervisor of playgrounds there were supervisors for arts and crafts and rhythmic games. Each ground was open from 9:30 A. M. to 6 P. M. on week days.

The program of activities laid out for the summer included active and quiet games, folk songs, rhythmic games and dances, storytelling, arts and crafts, nature study, community service projects, round-robin softball. Merit points were given youngsters for attendance, service on committees, behavior and participation and those boys and girls who achieved a high score each week were rewarded with swimming periods.

Community nights, held once a week, featured such activities as Indian parties, circuses, stunt nights, tacky parties, and a country fair. The final program was a playground activity day.

Some Ideas They Had

In Oregon City, Oregon, a very special program was arranged for *small children,* 3—6 years. Three afternoons a week were allocated as their special days. The program set up for them began and ended with half an hour of wading. The hour between was divided equally between storytelling and progressive games. Mothers were welcome!

Hamilton, Ontario, boasted a *Safety Patrol,* organized on a club basis, with 400 members. Grand Junction, Colorado, featured *joint playground picnics.* La Crosse, Wisconsin held *bi-weekly community nights.* Winchester, Virginia, listed *bubble blowing* and *dress-up day* as special events. Decatur, Illinois, had a *lantern parade.* San Diego, California, wound up its season with a *Day of '49 Festival* and a craft exhibit.

In Reading, Pennsylvania, the summer's theme was "People Stay Where They Play." Each week's program demonstrated in activities and crafts the kinds of fun that can be had with the everyday materials that we usually think of in other connections. The outline for the summer follows:

Fun with Textiles

Costume Show	Activities
Doll Show	Activities
Stuffed toys	Crafts
Aprons	Crafts
Napkins	Crafts
Sewing cards	Crafts

Doll shows

Red Cross Photo by Wallace

Intergroup activities in Philadelphia

Fun with Paper

- Activities: Newspaper Party; Paper frolics
- Crafts: Papier-Mâché; Wastepaper baskets; Paper beads; Jointed bear

Fun with Linoleum

- Activities: Finger painting contest on linoleum; Linoleum hopscotch tournament
- Crafts: Finger painting; Block printing; Memo pads

Fun with Hosiery

- Activities: Sock Day; Stocking Parade
- Crafts: Stocking dolls; Stocking round weaving; Stocking balls

Fun with Wood

- Activities: Nature Hike; Checker and Chess tournaments
- Crafts: Curtain pulls; Garden equipment; Book ends; Clothespin toys

Fun with Leather

- Activities: Adventures in Leatherland; Roof ball contest
- Crafts: Gimp work; Wallets; Book marks; Pins

Fun with Clay

- Activities: Clay modeling contest; Sandcraft contest

Picnics

Asbestos and clay vases	Crafts
Hot pads	
Tile plaques	
Clay modeling	

Fun with Steel

Mike Nite	Activities
Kitchen Band Jamboree	
Family Cookout	
Bracelets	Crafts
Tin Can Topping	
Braid	

Fun with All Industries

Treasure Hunt	Activities
Wool dolls	Crafts
Paper plate holders	
Finger painting	
Woolen purses	

Fun with Plastics

Playground picnic	Activities
Hobby show	
Charm bracelets	Crafts
Pins	

Fun with Felt

Hat shows

In Philadelphia, Pennsylvania, the Junior Red Cross put into action on the playgrounds a program designed to attack the problem of inter-group relations. The theme of the season was "Now All Together," and Junior Red Cross personnel made available to playground workers program material and suggestions for program planning that contributed to this theme. The basic tenets of sound inter-group relationships were demonstrated in games and songs, movies and crafts, festivals, bazaars, and exhibits.

Special Days

The variety of special events and special days for playgrounds seems to be limited only by the imagination of the playground worker. Here are lists of special days used by two playgrounds on opposite sides of the continent.

East Orange, New Jersey

Fireplace Suppers
Playgrounds' Parade
Marble Tournament
Doll Village
Treasure Hunt
Hop Scotch Tournament
Doll Show and Decorated Doll Carriage Parade
O'Leary Tournament
Festivals
Photography Exhibit
Athletic Badge Tests
Checker and Chess Tournaments
Kid Commando Dress Parade
Jacks Tournament
Boys' Horseshoe Tournament

Los Angeles, California

Children's Musical
Beach Outing
Junior Flower and Art Show
Hobby and Craft Show
Night Swim Outing
Mother-Daughter Dinner
Bicycle Field Day
Teen-Age Sports Fashion Show
Community Picnic
Gymnastic Circus

Mother-Daughter Beach Picnic
Horseback Ride
Beach Party and Museum Visit
Doll Show and Parade
Teen-Town Hay Ride
Model Boat Regatta
Weiner Bake
Croquet Tournament
Freckle and Smile Contest
Pet Show
Square Dance

Two Special Reports

Two special reports on playground activities were sent to RECREATION. The first comes from Oak Ridge, Tennessee, and was sent us by J. D. Robbins and T. R. Farrell. The second comes from William H. Anderson, Jr., and Denver, Colorado.

Oak Ridge, Tennessee. During the summer playground season (June 18 to August 25), twenty-three centers or units and five wading pools were operated. The attendance at the eleven year-round centers during the period totaled 66,460. Added to this were 40,385 children who attended the part-time or summer units, making a grand total of 106,845.

The personnel of the Playground Section for the period totaled fifty-eight, including eleven replacements. The summer staff included the Supervisor of Playgrounds; Program Director; Supervisor of Music, specializing in folk dancing; Handcraft Supervisor; five Major Area Directors; twenty-two Playground Directors; sixteen Playground Leaders; a Clerk and three Caretakers.

A safety campaign was launched during the season and consultations were held over safety rules which were incorporated in the playground manual. As a result, only one minor accident occurred on the playgrounds during the summer season.

Weekly special events had a definite place on the program of each playground. A total of fifty-two different activities were conducted during the season with the Fourth of July celebration alone, attracting 3,454 youngsters. A city-wide folk dance festival, consisting of a series of dances presented by children of all ages, was one of the features of the playground season. All of the costumes were made by the children and represented the foreign countries from which the dances were dramatized. The evening was climaxed with a demonstration by one of the many adult Folk Dancing Clubs.

A Mother Goose Festival was held on the closing day of the summer program with several hundred children participating. Each playground dramatized one Mother Goose rhyme in pantomime, with a narrator reading the appropriate words. Music for the program was presented by the Junior Band, composed of youngsters between the ages of eight and sixteen. The stories presented included: *Old King Cole, Jack Be Nimble, Mary Had a Little Lamb, Peter, Peter Pumpkin Eater, The Three Bears, Georgie Porgie, Little Boy Blue, Rock-a-Bye Baby, Little Miss Muffet, Peas Porridge Hot, Jack and Jill, The Old Woman in the Shoe, Mary, Mary Quite Contrary,* and *Little Jack Horner.*

A Youth Day gave the youngsters an opportunity to run the city. Some sixty boys and girls between the ages of twelve and sixteen years were distributed throughout the city in jobs of importance, whereby they spent the day finding out just how the community is organized. Representatives of each playground were chosen by election at their particular center or unit.

In the spring, the baseball-minded youngsters were given an excellent opportunity of learning the fine points of the game by attending an instructional school each Saturday morning. A staff of four experienced ball players, two of whom had a number of years of experience in the professional game, was augmented by Johnny (Fireman) Murphy, a former New York Yankees' fireball slab artist.

Tot areas, some one hundred and thirty of them, consisting of swings, see-saws, and sand boxes are scattered throughout the area. Unsupervised, the areas have proved to be quite popular for tots below eight years of age. The parents of the neighborhood aided in the general upkeep of these areas.

During the month of July, the various playground and outdoor facilities under the direction of the Physical Recreation Department attracted a total of 103,608 participants.

Denver, Colorado. Denver's organized recreation program is financed, controlled, and supervised jointly by the city government and the public schools. The city and the school board each provide facilities for the joint program. School gymnasiums, pools, playgrounds, and classrooms are available all year, while the city playgrounds, swimming beaches and pools, golf courses, tennis courts, square dancing pavilions, baseball fields, and other facilities are also open for use much of

(Continued on page 51)

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Music on the Playground

WHAT IS YOUR playground M.Q. going to be this summer? (M.Q., in case you're wondering stands for *music quotient.*) Will your program rate among the musical morons or among the musical geniuses?

Your youngsters don't have to "play in the band" or be members of a symphony orchestra to put your playground in the higher brackets of the music-on-the-playground list. A band, a symphony, a string ensemble, a fine chorus are excellent if you have at your disposal the necessary leadership to develop them. But you can have music — good music — without them.

Rhythm Groups

You can make music with things as simple as the "rings on her fingers and bells on her toes" of the old nursery rhyme. If you can find—and who of you cannot?—among your constituents or your staff a person who can carry the melody on a solo instrument, you can organize a rhythm group using for instruments wood blocks or railroad spikes or pot lids or tin cans or bottles filled to different levels with water. You can have a shepherd's pipe orchestra or a harmonica band—a ukelele club or a toy symphony or a drum corps or a kitchen band.

A comb band is fun for the youngsters and has been for a long time. Remember Robert Louis Stevenson's poem beginning, "Bring the comb and play upon it"?

Sing

You can sing. You can sing formally with voices trained in careful rehearsals. You can sing informally, by ear, if you like —at opening and closing exercises—the old and new favorites, hymns and spirituals, action songs and animal songs, cowboy and patriotic and sea songs, nonsense songs and rounds.

You can dramatize songs—*Billy Boy* and *A Paper of Pins,* for example—with two or more youngsters acting out the story as the song progresses. You can plan singing games. A new book has recently been published that will be invaluable for teaching singing games to the younger groups. It is a collection of thirty-seven games brought together by Ed Durlacher and called the *Play Party Book.*[1] The music and words and directions for each game are given along with illustrative "stick" figure drawings in color. The music is arranged for easy playing—no arrangements in multiple sharps or flats!

You can arrange for "stunt" singing on special occasions. A "barber shop" chorus can have fun with songs of the gay nineties. Folk songs will appeal to almost anybody and they can be found to suit almost every range of ability. Family or community nights are good occasions to get the

1 Published by Devin-Adair Company, New York City. $2.50.

Trio in Memphis

Courtesy Recreation Department, Memphis, Tenn.

whole family—in fact the whole neighborhood—singing together. A good song leader will help at such a time. But people, especially young people, usually like to sing in groups and are ready to "open up" without too much urging.

Listening to Music

If you have—or can beg or borrow—a victrola or record player you can add "music appreciation" to your active program. That is a formidable pair of words for a delightful and simple occupation. Substitute *enjoyment* for *appreciation* and you will have a more exact description. For rainy days or for the hottest parts of any day a victrola, set up in the coolest possible place, (If this is out-of-doors and you are using an electric machine—don't forget a long extension cord!) will be a godsend. Your supply of records should be carefully chosen to meet the interests of the age group listening.

In many cases a victrola and the right records can add cubits to the stature of a story hour. The right music can help set the mood for some of the lovely stories that need a special "feel" if the audience is to get the most out of them. This kind of thing is definitely "mood" music, but you can use records, too, to add an authentic song or dance tune to the telling of a folk tale. Sometimes you can use the victrola as accompaniment for youngsters singing such a song or humming such a tune.

Past Performance

No amount of theorizing about what may be done is as valuable as the record of what has been already proven successful. So, here are some stories of past performances from a variety of playgrounds, different in size and location and kind of program.

Waterloo, Iowa (51,743).* The playgrounds of Waterloo had a varied program ranging all the way from informal community sings to two bands (for grade school and junior high school age level) and a grade school string ensemble. The bands numbered 150 boys and girls in their ranks. They rehearsed twice a week and gave public performances. The string ensembles rehearsed once each week under a high school music instructor. In addition youngsters had a chance to take part in marching drill.

Here, too, the playgrounds had a special music week. There were concerts and sings on the grounds during the week. As a finale each ground had an afternoon devoted to songs and singing games.

Clairton, Pennsylvania (16,381). In addition to special rhythm groups among playground children, Clairton developed a singing game festival. One team was chosen from each ground to take part. Each team performed four singing games. Judging was based upon four considerations.

Participation .....1 point for each participant
General performance...20 points
Singing .....20 points
Enjoyment .....20 points

Wilkes-Barre and Wyoming Valley, Pennsylvania. The Playground and Recreation Association of Wyoming Valley serves an area which includes eight towns ranging in size from 1,339 to 86,236. One year a bulletin was issued each week to all playground leaders listing songs appropriate for the bi-weekly special topic. Here, for those of you who might be interested, are the specific selections chosen:

Opening Week

Hello
Howdy
Get Acquainted
All I Want is Sociability
We're Here for Fun
The Donkey
In the Evening by the Moonlight
Wait for the Wagon
Sing-a-Ling-a-Ling
Short'nin' Bread
Taps

Organization Week

Get Together
Shuckin' of the Corn
Red River Valley
Walking Song
Sourwood Mountain
MacNamara's Band
Rig-a-Jig-Jig

Music Week

Walking at Night
Cielito Lindo
Night Herding Song
One Morning in May
The Crow
Walking Song
The Keeper
Tiratomba
Santa Lucia
Down in a Coal Mine

Circus Week

Man on the Flying Trapeze
A Thousand-Legged Worm

(Continued on page 48)

*All population figures are from the 1940 census.

Sampling
The Summer Playground Notebook
1946

A FOURTH OF JULY CELEBRATION . . . and whatever you have, let it be different!

Red, white, and blue—plenty of red, white, and blue—for your decorations.

Large placards in the shape of the Liberty Bell.

Many flags (borrowed, if you must, from the American Legion or the Veterans' Administration).

Red, white, and blue on your bulletin board.

Flags (paper ones), and ribbons, and pictures of the American scene:

"This is my Country."

Three crayon lines of red, white, and blue, at the side of notices; or underscoring a title with these three colors will change the appearance of an ordinary announcement vividly.

DO display all verses of *The Star-Spangled Banner.*

DO display American poems, and the Declaration of Independence.

DO display informative lines:

"July 4th is Independence Day, a legal holiday in every state and territory of the Union."

"*The Star-Spangled Banner,* the national anthem of the United States of America, was made such by an Act of Congress, March 3rd, 1931."

DO dress up the sandpile:

"Holding the Fort" . . . "An early American Home" or with models of shields and flags.

DO let the children make red, white, and blue paper lanterns (for decorations only)

—a piece of paper, colored red, white, and blue, folded, marked and ready to cut makes

Drums—from cereal boxes

Large, red firecrackers (for decorations only)

Hats—George Washington, Pilgrim, Indian

Posters, of various flags:

Colonial flag, 1775

Rattlesnake flag, 1775

Old Glory, 1946

Posters advertising the program

Be Very Gay!

Children, and adults, too, react quickly to atmosphere.

And then, what?

DO have a reception committee, quite a large one. Let each child wear a red, white, and blue flower, or badge, or belt, or shoulder decoration. Make everyone feel very welcome. It will be easy because you WILL be genuinely glad to have them there. This is the one big legal holiday of the summer and you will want to make the most of it.

About that *program*:

Fun, oh my yes! But, stress patriotism all the way through.

Keep it different from last year. You may find it necessary to have part of the program the same, but produce a few surprises, too.

Don't let them feel they know what is coming.

You may want a playground parade for the very young. All dressed up, of course — Miss Liberty, Uncle Sam.

Or, maybe a patriotic parade on wheels. Anything on wheels.

Decorations are a MUST.

You may want extra emphasis on flag raising and flag lowering—lovely, solemn ceremonies, with color guards, pledges to the flag, and such songs as *There Are Flags in Many Lands* and *It's a Grand Old Flag.*

READ "The American Flag" by Henry Ward Beecher

"The Flag, the Old Flag" by John A. Dix

"The Call to Colors" by Gunterman

"Flag Song" by Lydia Ward

You may want games and races and relays; an O'Leary contest; special track events; the big softball game; a patriotic band—even if it's only a Comb Band!

You may want an orderly evening program such as this:

1. Song ... *The Star-Spangled Banner*
2. Reading of the Declaration of Independence
3. War Tunes.....The Harmonica Band
4. A Play...."Tumult in the City"
5. Address by prominent speaker (10 minutes)
6. Tableaux
7. Closing Song ..... *America*

You will find the best ideas here:

Bugle Calls of Liberty, by Southworth and Paine for poems and recitations

The Days We Celebrate, (Celebrations for Patriotic Days) by Robert Schauffler. "Tumult in the City" is found in this.

Available from the National Recreation Association

Three Cheers for the Red, White, and Blue
(Suggestions for the 4th, MB 1524, free)

Freedom Means All of Us Everywhere
(A program for patriotic holidays; MP 361, price $.15)

Our Patriotic Holidays
(Program material including craft ideas, MP 308, price $.15)

"I Hear America Singing"
(Original pageant written by children for children, MP 340, price $.10)

MORE suggestions? Ask your neighbor!

A Treasure Hunt

Or *two* or *three* or *four* treasure hunts!

They are far more fun if you plan them yourself, with originality and imagination. YOU know the physical layout of your city—the spots of interest—the names of all the good-natured persons who will cooperate. Go ahead! Plan one now: TRAILS, CLUES, PRIZES.

Good points to remember:

1. Crossing streets should be avoided entirely for younger children and as much as possible for the older group.
2. Valuable prizes are undesirable. It is best to have something for everyone — generously shared by the finders—lollypops, chocolate buds, balloons, peanuts.
3. Finding the treasure sometimes causes scramble trouble. This can be avoided by having real treasure in the hands of the recreation director and having winners find the last important slip or ticket.
4. It is helpful to have written clues firmly attached to something solid.
5. Where this is not possible, it is helpful to have some designated person in each group responsible for putting clues back in place.

There are many types of Treasure Hunts:

Long, short, easy, difficult

HAVE YOU TRIED THESE?

Playground

Entirely on the ground.

"Under a stone near the swing"

"At third base"

"In the hands of a red-haired girl"

Neighborhood

"Around the block"

"In Helen Smith's mail box"

"At 12th and Cliff streets"

Nature

Organize two groups, each with leader and treasure.

Designate a final meeting place where both groups shall meet.

Each group starts, at a signal, hides the treasure somewhere and then lays a trail from the treasure to the designated meeting place.

Clues should contain descriptions of nature objects, direction finding, Indian language and the like.

A false trail is fun. Go a short distance only and then give corrected directions: "Fooled you! Go back to the gate."

After groups meet at the chosen spot, they start back over their opponent's trail under an opponent leader.

Each year since 1943 the National Recreation Association has gotten out weekly suggestions on organization and program for summer playground leaders—especially for those in small communities. This year, again, the *Summer Playground Notebook* will be sent out for each of sixteen weeks beginning on April 26.

On these pages of RECREATION you will find a sample of the *Notebook*. Because the material is now in the process of printing the illustrations are necessarily omitted. If this sample leads you on to want "more of the same" you may have it by sending $1.00 and your request to be put on the mailing list for the *Summer Playground Notebook, 1946,* to the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

First group to find the treasure gets something EXTRA!

Without Clues

The younger children like this. Treasure, such as candy kisses, is hidden all over the playground in many odd places. At a signal, the group searches.

Action Hunt

A group is provided with a map and a leader. Fun along the way and a reward of some sort at the end.

Hunt with Purpose

Announce a treasure hunt for small pencils, costumes, old tennis balls—anything that is badly needed on the playground. Organize a group of older children to make the rounds of homes in the neighborhood. No begging—just a simple request, by the group.

A Variety of Methods

1. Simple directions:
   Each child, couple, group, receives a direct order:
   "Look beneath the elm."
2. Simple rhymes:
   "Within a hundred feet or more
   You'll find a nail, upon the door;
   Upon this nail you'll find a shoe.
   Lift it up, and there's your clue."
3. Riddles:
   Four lines of *The Star-Spangled Banner*—(at the flag pole)
   Bill Tilden, Helen Wills Moody, Ellsworth Vines—(on the tennis court)
   "I love hot dogs"—(under a picnic table)
   There is a candy named for him — (under one of the bases—Babe Ruth)
   How dry I am—(under a cactus plant)
4. Indian signs:
   There are a number of books on Indian sign reading.
5. Confetti:
   A trail is blazed by using torn newspapers. The fun comes when false trails lead to wrong places. Hunters find their way back by some such method as
   "If this note is on a maple tree, go 50 steps North.
   If this note is on an oak tree, go 100 steps South."
   (the trail will be resumed there)

In one town the treasure was found around an outdoor fireplace and guess what it was? Hot dogs, hamburgers, rolls, tomatoes, milk and PARENTS who were in on the secret!

In another town, reporters from competitive newspapers helped lay the trails. Talk about publicity!

In still another town, clues were held by wheel-chair invalids, by two elderly ladies who couldn't get around very much, by a little boy who had broken his leg.

And in your town —?

"A LITERARY TREASURE HUNT NEXT FRIDAY"

Is it a date?

A Storytelling Festival

It is so easy and so worthwhile!

Select good storytellers, from the playground staff, the schools, the libraries, and other available sources.

These persons dress in costumes representative of the stories each is to tell. You might choose six of the following classifications (or make up your own):

Gypsy . . . Cowboy . . . Indian . . . Aviator . . . Pioneer . . . Scientist . . . Fairy . . . Mother Goose . . . Explorer . . . Irish girl
or French
or Russian
or Chinese.

Each takes her place somewhere on the playground, not too close together. The festival should be held in the early evening and should be limited to about 45 minutes. All stories should be short and all should be approximately the same length.

At a signal from the leader, children go to one storyteller for their favorite type of story. Each group must wait where it is until the leader gives another signal, when they may make another choice.

Orderly, colorful and great fun!

Use "Favorite Stories Old and New," compiled by Sidonie Gruenberg. Doubleday, Doran and Company. $2.50. Try:

The Twins and Tabiffa—(a cat story)
The Cap That Mother Made—(a Swedish story)
Elizabeth—The Cow Ghost—(a funny ghost story)
Ask Mr. Bear—(a laughter story)
The Snow Maiden—(a Russian folk tale)
Why the Baby Says "Goo"—(an Indian story)

Or make your own list! It's fun!

Wings of The World

By DAISY HUNTER
Recreation Department
Memphis, Tennessee

THE PROJECTS carried out by the children of the Memphis Playgrounds have included Fairy Tales, Story Book Land, Countries of the World, American Indians, America the Beautiful, Flags of Freedom, Our Armed Forces and Islands of the Pacific. During the 1945 summer season, the Recreation Department of the Memphis Park Commission decided to give the children an opportunity to select their own project. With the assistance of the Memphis Youth Service Council, five subjects were chosen and printed ballots with explanatory remarks were delivered to the schools by members of the Recreation staff. The contest was given publicity in the local newspapers and announced on various radio programs.

The five subjects and the result of the voting:

	Votes
Wings of the World	4,225
Meet the 48 States	3,474
Our Next Door Neighbors	2,395
Rivers of the World	1,752
Romance of World Trade	1,702
	13,548

The first step in carrying out the chosen project, "Wings of the World," was to assign each playground to an airport or airbase in one of the countries of the world. These bases included Alaska, United States, Chile, Egypt, the Philippines, Bahama Islands, Brazil, Australia, China, the Hawaiian Isles, the Canal Zone, Russia, French West Africa, Portugal, the West Indies, Mexico, Italy, the British Isles and India. The playground children become familiar with the air routes to and from the country, types of cargo flown in and out, the people and their modes of life.

SUMMER PLAYGROUND PROJECTS
1. ROMANCE OF WORLD TRADE
2. WINGS OF THE WORLD
3. OUR NEXT DOOR NEIGHBOR CANADA AND MEXICO
4. MEET THE 48 STATES
5. RIVERS OF THE WORLD
CHECK YOUR CHOICE!
BALLOT BOX

Playground children in Memphis choose a project for the summer

Special Projects

Three special projects become part of the creative play program. These included:

A Scrap Book. A book measuring nine and a half by thirteen inches was made of construction paper. A short account of the air routes and of the country of the home air base was written and illustrated by the children. The front of the book was decorated with a design appropriate for the home air base of each playground.

Wings of the World. A small wooden boat was provided for each playground. The children decorated the boats in a manner typical of the country they represented. The boats were launched with appropriate ceremonies during Wading Pool Carnival Week. At the Play Festival they rode the waves of Rainbow Lake in Overton Park and were judged.

War Saving Stamps and Bond Booths. Each playground erected a booth where they sold stamps and bonds. The children of the neighborhood brought scrap lumber and corrugated boxes and constructed the booths so they could be folded and

put into the storeroom when not in use. The designs painted on the booths carried out the Wings of the World theme.

Parachutes and Model Planes

The Creative Play Department also sponsored a Miniature Parachute Contest and Model Plane exhibits on every playground. Every boy was encouraged to make a parachute for the contest. A light closely woven cloth was used in making the canopy which could not exceed thirty-five inches in diameter. Eight shroud lines were attached to the inner edge of the canopy. The diameter of the canopy (cut circular) governed the length of the shroud lines. A small vent in the center of the canopy helped to stabilize the parachute. The weights used were less than an ounce. The contest was held in a large open place, with a circle seventy-five feet in diameter drawn in line. All parachutes were launched by hand from the ground. They were judged for distance, accuracy, time and the best build.

Dramatics

The Dramatic Department carried out the theme by sponsoring a contest to select a pilot of the "Flying Carpet," a make-believe airplane. It was a magic plane with room for all who wanted to fly away to explore the land of make-believe. Each playground selected one contestant, who competed on June 15 by reciting some small bit of prose or poetry over the radio. The one judged best became the pilot and made his solo flight the following Saturday.

The boys and girls who were interested in stories and novels about airplanes and the folks who pilot them were furnished with a list of books available at the libraries. During the playground story hours some of the following stories were told:

Sky Freighter	Wacs at Work
Sky Hostess	Wonderful Wings
Sky Service	Sky Roads

Every playground sang a project song typical of their airbase. The playground whose airbase was in Arabia sang the *Shiek of Araby,* Africa's song was *Down in Jungle Town,* Alaska's *Winter Wonderland,* and all the others were equally appropriate. These songs were sung on all special programs and at the Play Festival.

Grand Finale

To make the project attractive enough to hold the interest of every child until the very day of the Play Festival, the Recreation Department with the assistance of the Memphis Youth Service Council arranged for a grand climax to the summer season. Chicago and Southern Airlines agreed to give the sixteen best all-around playground children an hour's ride. The best all-around play-

(Continued on page 54)

All seats were occupied but some of the occupants were too small to show in the picture

Now All Together
A Festival of Fellowship

By ELIZABETH HINES HANLEY
Playground and Recreation Association
Philadelphia, Penna.

A Suggested Program for Closing Day

SETTING. A large open space outdoors, or on an adequate stage indoors, with a backdrop of drapes or other appropriate kind, in the center of which is a large map of the world. A small raised platform is at center of the stage, and there are entrances up center, and at right and left.

CAST. *America, Fellowship,* symbolical or national representatives of the peoples who first settled this country, in the following order: Spanish, English, Swedish, French, Danish, Irish, Portuguese, Scotch, Polish, Italians, Germans, Norwegians, Dutch, Greeks. These characters enter first as they are mentioned in the Prologue, and on the following lines, "And all the others seeking freedom for their souls,
Or opportunity to earn their daily bread,
And give their children evermore their own homestead."

The participants are the descendants of all these settlers, of the present generation. The cast may be increased or decreased as practicable.

PRELUDE: National Anthem.

ACTION: Immediately following the Anthem, the participants enter and form right and left of the stage, marching on to the music of *My Own America,* then they sing the song as *America* enters up center and goes down to the platform and stands. When she is there and the song is finished, *Fellowship* enters right, walks down center and delivers the Prologue.

PROLOGUE:

Now All Together here in unity they stand
Descendants of the Makers of this mighty land,
Who toiled and fought and died that it should be
A land where all could live in equal liberty.
From every clime and shore they came to find a place
Where all could live as one together, by God's grace.
So, ventured bold explorers from the shores of Spain,
The Swedish, English, Dutch, the French, the Norse, the Dane,
The Germans, Portuguese, the Irish, Greeks, the Poles,
And all the others seeking freedom for their souls,
Or opportunity to earn their daily bread,
And give their children evermore their own homestead.

(It is suggested that here should enter the Scotch, Russians, Chinese, Negroes, Mexicans, Japanese and South Americans, and others settled in the locality where the festival is given.)

All this they did through struggle and through stress,
With Liberty, Equality and Happiness
Bequeath to all of them in perpetuity,
To hold a sacred trust as long as time shall be.
But more than all, Together Now we stand for peace
With all those peoples who decree that wars must cease,
And evermore throughout the Universe there'll be
Among all men the bond of true fraternity.

Fellowship goes up center and takes his place beside *America* on the platform.

NOTE: The participants may be seated on low fanned-out benches slightly off stage, at right and left, or, if this is not practicable, they may enter from right and left for their performances. Seated in view, they add color to the scene, and maintain better order.

ALL PARTICIPANTS: Sing *I Hear America Singing,* and on the last line, *Fellowship* comes down center and says:

Children of all nations learn the way
To live together in their daily play,
And come to understand that they must see
This land is always for the brave and free.
(He steps back to his place at center)

ALL PARTICIPANTS: Form right and left of center and sing:

(Tune from *The Chocolate Soldier*)

See, see NOW ALTOGETHER here,
From everywhere
We have gathered in fellowship,

Each one to share
Songs, games, dances and stories
That they have added to this Nation's glories,
So it may be
Truly blended together
As one country.

(At the end of the song, all form a huge ring and give a typical playground ring game. This may be singing or tag, etc. The following program is suggested):

Here We Go 'Round the Mulberry Bush, ad lib but not over three minutes. At the end of the game, a group runs to the center and one says: That is like a game that the children play in Iraq. It goes this way:

(Sings to the tune of *Mulberry Bush*)
There was a man who had six girls,
Had six girls, had six girls.
There was a man who had six girls,
And that is how it was.
One of them was a washerwoman,
A washerwoman, a washerwoman,
One of them was a washerwoman,
And that is how it was.

(The action is pantomimed for each girl's work, as: baker, dressmaker, dancer—this should be descriptive of an Arab dancer, the left hand on hip, the right above the head, fingers snapped while the feet stamp in rhythm. This would be an appropriate ending for the game.)

(The larger outer group should clap and keep time to the rhythm. When this game is finished, the group dances back to the larger, and another smaller group goes to center, and one says):

There is another game like one of ours that is played in Latin America. It is called *The Fountain,* and is played like *London Bridge.* We'll show you.

(They form and play the game for two or three minutes.)

(The players form an arch and secretly take the name of a flower, and two make the arch while the others march under in a long line, each holding the skirt or jacket of the one in front. They sing as they march to the tune composed for it. This is in *Children's Games from Many Lands,* by Nina Millen, published by the Friendship Press, Inc., New York City.)

The Fountain

Skip lively now, skip lively now,
The fountain has been broken.

(The two girls who form the arch sing the next two lines):

Skip lively now, skip lively now,
We'll have to have it mended.

(The ones who are marching sing):

Skip lively now, skip lively now,
What shall we use for money?

(The arch-makers sing):

Skip lively now, skip lively now,
We'll have to use an eggshell.

(Then every one sings the last four lines together):

Oh me, oh, me, oh, my,
The queen will come today.
The ones in front may all pass by,
But the last one has to stay.

(Everybody passes under the arch except the last in the line, who is caught. She is asked to choose which flower she will have, then gets behind the girl whose flower she has chosen. When all have been chosen, each child puts its arms around the waist of the one in front, and the sides pull to see which is the stronger, as in *London Bridge.* Don't repeat until tiresome.)

(As in the preceding game, the larger outer group claps in time to the rhythm.)

(The group goes back to the larger one, as the former did, then another smaller one goes to the center and one says):

Here is one played in China that is called *Catching the Dragon's Tail,* and it is like our Horse Dodge ball game, without the ball. (The players form a line representing the dragon, with a selected one for the head and tail, each.) The Head puffs and blows; the Tail lashes right and left to escape the Head, until the signal "Go!" is given. The leader counts *"em"* (one), *"er"* (two), *"san"* (three), *"ko"* (go). Then the Head turns round toward the Tail and tries to catch it. The whole body must move with the head and remain unbroken. The minute any one lets go of the shoulders in front of him, he breaks the Dragon's body and the Dragon dies. A new Dragon is then chosen. If the head player touches the tail, he may continue to be the head. If the body breaks before he touches the tail, the head becomes the tail, and the next in line is the head, and so on until each in turn has a chance to be the fiery head and the lashing tail, or as long as desirable. There should not be many in line, or the game should not be continued until all are used, but stopped before it becomes tiresome. (Also in *Children's Games from Many Lands.*)

(The group returns to the larger one, and all then form into sides for *Three Deep,* or other

typical American playground game. When this is finished, the entire assemblage return to seats provided for them, and sit there until their episode is announced by *Fellowship,* then go to center of stage to present it. This program may be changed to such numbers as may be desired, but should be based on the idea of fellowship, and bring out all the nationalities represented in the festival.)

FELLOWSHIP: (Comes down center and speaks)

As has been shown, the games of children everywhere
Are much the same, and they, themselves, are too —
In everything, if they are black or brown or fair,
They are in mind and spirit like to you.
They run and leap and shout and sing and dance and play
In all the lands wherever they may be,
As joyously as you are doing here today
In this, our blessed country of the brave and free.
If, then, in play there is this bond of brotherhood,
Between the children of each varied land,
There is no reason that in all that's right and good,
We should not stand together in a band
Of unity throughout the world for every age,
So, as ONE WORLD there shall be, too, ONE LIFE
And ALL TOGETHER we shall write on history's page
THE END to all that makes for racial strife.
As demonstration of the way this can be done,
All races bring their cultures here today,
Their dances, games and songs and blend them into one
To make the pattern of the AMERICAN WAY.

(He then steps back to his position at center, and the *Leader* of the group to present the first episode steps down center and speaks):

Episode One

Legendary First Americans—By the Shores of Gitche Gumee

LEADER reads:

"By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis."
Hiawatha lived there with her,

(Nokomis and Hiawatha enter as he reads and spread a rug before the door of an imaginary wigwam and sit down on it.)

And she taught him many things,
Names and language of the birds,
Of the beasts that roam the forest,

(In pantomime or with actual bow and arrows she teaches him how to shoot the deer and bear; how not to harm the birds and small animals.)

Songs and games of little children,
And how to make them all his brothers.

(Children run on and she teaches them songs, games and dances. Playing fair and as fun.)

SUGGESTED PROGRAM:

1. *Game*—(This may be led by Nokomis or Hiawatha.)

SONG

Follow my leader where'er he goes;
What he'll do next, nobody knows.

(In the game, all must go where the Leader goes, dance as he dances, move the arms, hands and feet as he does. The skipping and dancing must be in exact time with the song that all must sing. The game gives opportunity for fancy steps, winding, intricate figures, "cutting capers" and merry pranks. Found in *Indian Games and Dances and Native Songs,* by Alice E. Fletcher. 2. The Snake Dance can evolve naturally in this game, and would be long enough, and take the group easily back to their seats off stage.

(*Leader* from second group steps down stage and announces):

Episode Two

An Irish Tradition from Donegal

A custom that has come from Eire
Is the carnival or fair,
Where with dance and game and song,
People mingle in a throng
Of friendliness and happy play,
As we are doing here today.

(The group runs on singing, *Come to the Fair,* through the second stanza, and, if possible, there should be a fiddler as mentioned in the first line, and a drummer beating as in the third line. Then there should be "racing and chasing, and roundabouts turing to left and to right," in a spontaneous dance, going from that into the following program or similar one):

1. *Irish Washerwoman,* jig. 2. *When Irish Eyes Are Smiling,* song and clog. 3. Modern song and dance, *Too-ra-loo-ra-loo-ra.*

(The group runs or dances back to position off stage, and the *Leader* of the next group goes down center and announces):

Episode Three

An English Heritage—May Day Revels

This was the day when people came
To join in song and dance and game,
And strike the key-note of good cheer
For every day throughout the year.

(Group comes on singing, *Come, Lassies and Lads,* or *Here We Come A-Maying,* and go into the May Pole Dance to the music of *In An English Garden,* or other suitable composition. *The Pole*

(Continued on page 52)

What They Say About Recreation

"PLAY, it should never be forgotten, is defined by attitude rather than by product. Leisure should supply the opportunity for a fresh, vivid, and creative orientation of man in a new world rich in cultural opportunity beyond any civilization the world has ever seen."—*Pennsylvania Planning.*

"Recreation should 'carry on' where formal education ends." — 1945 *Annual Report,* Recreation Department, La Crosse, Wis.

"Happiness is achieved for the young child through finding a harmonious balance between the inner self—his capacities, his abilities, and his objectives—and the world in which he must live."—*Willard C. Olson.*

"No matter how safe we may feel our play areas to be, constant check-ups are essential. Let's start now!"

"Both for his growth and security every boy and girl in his childhood and adolescent years needs an outlet for his energy, a chance to play under decent circumstances with other boys and girls."—*Handbook on Interstate Crime Control.*

"All civilizations are living wealths that have been harvested from the deep soil of leisure."—*Sir Rabindranath Tagore.*

"No man ought to play any game unless he tries his very best to win, and no man ought to play unless he can take a defeat cheerfully." — From *Christian Century.*

"The children are worth while. Nothing on earth is more worth while than they. They are the incarnate future tense of mankind. . . . While there is childhood there is hope. We must not let the children down."—*Harry Emerson Fosdick.*

"Amusement and recreation are the very things that make our working hours profitable. He who carves so steadily that he has no time to sharpen his knife works with dull tools and cannot make much headway."

"The pursuit of a hobby should be full of fun and enjoyment. No one should try to follow a hobby that does not afford a full measure of enjoyment of life."—*L. V. Loy.*

"What is the real job of the leaders in any community, urban or rural? It isn't to indoctrinate the public as to how to use its spare time but rather to see to it that the community provides a balanced ration of opportunity as good in quality and as wide in range as its own financial resources permit, leaving the individual citizen a free choice of selection, for rejection is also his right."—*Frederick P. Keppel.*

". . . In the past there were two types of people who enjoyed leisure—the aristocrats and the saints . . . But in the modern day leisure is going to be widely diffused. It is obvious that all classes are going to have leisure."—*Vida D. Scudder.*

"Psychologists who have studied women in business declare that most women fail to advance because they don't know how to play. For this reason I commend mischief."—*Catherine Oglesby,* Associate Editor, *Ladies' Home Journal.*

"The pursuit of happiness always has been the chief occupation of mankind. And each of us must be his own judge of the kind of happiness he prefers."—*Earnest Elmo Calkins.*

"In its heart the world cares for little but play; but in its life it does hardly anything but work, but the world has forgotten that the reason of its work is play."—*Richard Le Gallienne.*

"Man must be free to use his own powers in his own way. Free to think, free to speak, and to worship. Free to plan his own life. Free to use his own initiative. Free to dare in his own adventure. It is the essence of true liberalism that these freedoms are limited by the rights of others."—*Herbert Hoover.*

"I am astounded how little of our municipal expenditure goes to an activity in community life which is so much of life itself."—*William A. Walsh.*

A Public Agency and a Private Agency Work Together

By HELENA G. HOYT and LESTER L. SCHAEFFER
Neighborhood House
Syracuse, New York

WE DISCOVERED what we had in common and joined hands to solve a problem. Neighborhood House, a member agency of the Community Chest, and the Syracuse Municipal Recreation Commission both offer leisure time services on the west side of Syracuse. We have a common goal—to serve that community to the best of our ability.

Prospects for developing a full summer program did not look very bright for either of us as the warm summer days approached. Neighborhood House lacked adequate outdoor play space. The Municipal Recreation Commission faced the summer's work in a traditionally difficult area with a shortage of experienced leadership. For either of us to have gone along independently would have meant definite restrictions in our programs. Since we operate in the same general area, uncoordinated programs would run the danger of overlapping and competing. The young people of the neighborhood would have been the losers. Hence, we got together to plane a cooperative program.

Taking Stock

Our first job was to take stock of our assets and liabilities. The Recreation Commission had the use of a school play area, nicely adapted to softball games and active group games but with no shelter or any other physical equipment. Neighborhood House has a small backyard, practical only for the youngest age group, plus limited indor facilities.

The Recreation Commission had a playground director for this area whose first experience as a recreational supervisor was to begin this summer, but who had the advantage of being a resident of the community and thus knew the young people. Neighborhood House had just added to its staff, on July 1, a professionally trained and experienced worker who came into the neighborhood as a stranger.

What did all of this add up to? We felt that our combined assets far outweighed our separate liabilities. How did we utilize our newly acquired strength?

Crafts

First of all, the craft program on the playground had to be of a very limited nature because of three factors: lack of a shelter plus inadequate table space, lack of satisfactory storage room, and the necessity for one leader to teach crafts to all age groups and do general playground supervision at the same time. The solution to this problem was worked out by doing simple crafts on the playground and more advanced crafts at Neighborhod House where facilities were adaptable to this program. This was done under joint leadership of the two agencies.

Since the youngest age group, four to seven years, needed a craft group of their own adapted to their particular interests and skills, this arrangement did not solve their problem. However, Neighborhood House was operating a four day program for the four to seven year old children, one morning of which was devoted to arts and crafts. Why not send the youngest playground children to Neighborhood House Tuesday mornings? Their playground leader brought them over the first few times and soon they were able to come by themselves. By mutual agreement the workers of the two agencies encouraged these boys and girls to enroll in the full four day program. Home visits were made and several youngsters expanded their horizons by two or three blocks.

Active Games

The eight to thirteen year old children at Neighborhood House wanted active group games. We had no adequate space for this activity but we had friends on the playground. Consequently the crowd

(Continued on page 54)

Day Camping

Reports from Three Cities

PASADENA, CALIFORNIA. Day camping in Pasadena is part of an over-all camping plan which includes overnight camping and conferences. The purpose of the whole program is "to make possible a camping experience for all boys and girls in the city of Pasadena School District, in organized groups under adult leadership, each group planning their own activity."

Public and Private Agencies Cooperate

To this end five community groups cooperate. The Park Department provides the facilities, located in Oak Grove Park. The Recreation Department oversees the administration and further helps with program planning where this is needed. The Junior Chamber of Commerce takes care of publicity and promotion. The city schools interpret to their pupils the whole camping program with special emphasis on the value of doing things together in the out-of-doors. The Council of Social Agencies undertakes the coordination of all the groups in the operation and expansion of Oak Grove Park and, in addition, enlists the cooperation of all agencies that wish to use the area.

Facilities and General Program

Oak Grove Park is well-equipped to serve the needs of day camping. One part of the area is set aside especially for the use of day campers. In addition there are in the Park a small administration building, a picnic area, campfire rings, a space set aside for outdoor fire building and cooking tests, and a sports area.

These facilities make possible the planning of a varied program. They provide opportunities for hiking and nature study, food preparation and cooking, singing and ceremonials, demonstrations and movies, craftsmanship and construction, tracking and marksmanship. The details of program planning, within these general outlines, are the responsibility of the group using the facilities—with the expert help of the Recreation Department, if that is needed.

Pittsburgh, Pennsylvania. Pittsburgh's day camping is planned carefully well ahead of time. A manual of suggestions is distributed to day camp counselors but all the workers are urged to use the suggestions as a guide, to be supplemented out of their own experience, their own ingenuity, and the special situations of their own camp.

Daily Schedule

The suggested daily schedule as outlined in the Pittsburgh manual follows:

9:30— 9:45	Street car to camp
9:45—10:00	General assembly
	Announcement of activities
	Sing
10:00—10:15	Individual groups meet for their activities and plans
10:15—11:45	Morning activities
	Nature hikes
	Camp project
	Exploration
	Preparation for cookout
	Trips to special places
11:45—12:00	Clean up
12:00— 1:00	Lunch. Rest hour
	Stories
	Quiet games
1:00— 3:10	Afternoon program
	Camp crafts
	Camp project
	Collecting interesting nature objects
	Handling of axes and knives
3:15— 3:30	Camp clean up
	Assembly and singing
3:30	Departure

Friday afternoons are devoted to a campfire program when campers as individuals or as groups have a chance to demonstrate their achievement. Friday, too, is "hike day." Counselors are cautioned against fear of a rainy day or of mud after rain for at such time campers can go on "mud hikes." Another special kind of hike are "clay hikes" when campers go out to look for pottery clay to be used by craft groups.

Special Projects

Each camp chooses a special camp project. A project may be such a thing as building a bird bath at the Campfire Circle or making a sun dial or studying the principles of outdoor fire building.

For specific projects there is much to choose from. In handcraft classes campers can make tomahawks; wooden jewelry from tree branches, carefully hollowed out and decorated; "Indian" canoes from sticks picked up by campers on hikes;

"Indian" pottery, beads and animals modeled from the clay native to the area.

Spatter printing can be tied in directly to the nature program. Songs taught in assembly periods will be heard again at rest periods, craft periods and on the way to camp and home again. Dramatics, especially fairy tales and Indian legends told in pantomime, are good material for the campfire program.

Decatur, Illinois. The theme for Decatur's day camp held at Spitler Woods State Park was *Pecos Bill.* The program schedule, mimeographed on orange paper, carried a drawing of Pecos Bill himself. The theme was used with consistence, as is shown by the following program schedule:

I-X-L Ranch—Spitler Woods State Park

9:30—10:00 A.M. Round-up at Pinnacle Peak
1. Explanation of Pecos Bill theme
2. "Ride 'Em Lightnin'" to determine Camper Cheyenne Charley and Covered Wagon Lizz
3. Learning of Pecos Bill's favorite songs
4. Cheyenne Charley and Covered Wagon Lizz select
   a. Distributors and collectors of Mushmouth sheets
   b. Color Bearer and Color Guards
   c. Reader of Patriotic Poem

10:00—10:10 A.M. Raising of Bean Hole's Shack
Gathering of wood and proper laying of log cabin fire lay

10:10—10:20 A.M. Flag Ceremonial
Allegiance — *America* — Reading or Patriotic Poem
God Bless America

10:20—10:30 A.M. Passing of cups—drinks—latrines—washing of hands
Explanation of Wouser Hike Dodo Box

10:30—11:45 A.M. Wouser Hike over Chizzum and Coyote Trails
1. Division into Pecos Bills and Sluefoot Sues

(Continued on page 47)

Courtesy Public Recreation Commission, Cincinnati, Ohio

Integratin

Charts Compiled
Research and
Pennsylvania St
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Integrating Handcraft with Nature Study

NATURE

- Sketching
  - Illustration
  - Design
- Plant Life
  - Landscaping
  - Trails
  - Trail markers
  - Flower arrangements
  - Terrarium
  - Dyes
  - Spinning and weaving of plant fibres
  - Woodcraft
  - Basketry
  - Making paper from wood pulp
  - Bayberry candles
  - Articles from nuts, pine cones, needles
- Animal Life
  - Animal cages
  - Bird houses
  - Insect rearing
  - Observation ant house
  - Observation bee hive
  - Articles from leather, bone, horn and wool
- Water Life
  - Aquarium
  - Fishing tackle
  - Fish trap
  - Articles from shells
- Geology
  - Stone carving
  - Rock gardens
  - Clay modeling—ceramics
  - Building with stone
  - Cutting and polishing of semi-precious stones
- Meteorology
  - Weather Bureau:
    - Weather Vane
    - Wind stocking
    - Barometer
    - Hydrometer
    - Weather Flags
    - Weather record, charts and log
- Astronomy
  - Telescope
  - Sun dial
  - Planetarium
  - Star Slides
  - Sky map

RECREATION

Activities

ANN MUELLER
g Associate
anning Board
enna.

Integrating Handcraft with Other Skills

MUSIC	Shepherd's pipes Pipes of Pan Drums Cymbals Xylophone Castanets Tambourine Musical bottles Gong Song books
DRAMATICS	Costumes Stage Sets Properties Lighting
PHOTOGRAPHY	Developing Printing and mounting Camera case Pinhole camera Picture frames Albums
HOME MAKING	Interior decoration Landscaping Flower arrangements Serving food attractively Needle crafts Costume design
GAMES	Making equipment needed Paddles for Ping-pong Paddles or Bats for Badminton Hockey sticks Skis Bows and Arrows, Quivers and other items of archery tackle Rings for Deck Tennis Darts and Dart Boards Various indoor games and many others

Counselor to Camper

By REYNOLD E. CARLSON
Director, Nature Activities Service
National Recreation Association

Print by Gedge Harmon

A CHILD COMES seeking outdoor adventures when he comes to a camp. In his mind's eye he has seen a picture. He has seen a picture of the woods and streams and lakes. He has visualized a chance to swim and hike and cook out-of-doors; to see animals in their wild state; to make things; to sing, to sit around a campfire, to enjoy games with congenial friends.

Whence comes this aura of adventure and romance which surrounds a child's thoughts of camping? Perhaps it goes back to our pioneer heritage —to the Indian at home in the great American wilderness; to the fur trader and trapper, often the first white man in the area; to the pioneer settler who carved for himself a home in the new land. America, when the first white man came, was a land of great forests, vast grasslands, wide deserts. It was the home of wild life—mammals, fish, birds—in an abundance far beyond our imaginations to conceive. Out of this abundance Indian and white man alike secured his food, his shelter, his clothing. Recreation, decoration, and—for the Indian at least—religion came for the most part out of this natural world.

All this is in the background of the thinking of a boy or girl who wants to go to camp. Much of it can be suggested or approximated in a well-selected camp site. Many city children are seeking in camps adventure that stems from this heritage, but few of them have the background that will enable them to enjoy thoroughly the outdoor experience. They need somehow to be introduced to the idea that camp is a little bit of the wilderness set aside for outdoor living together. They need to become acquainted with the trees, the birds, the flowers, and the past human history of the camp and its surroundings. This is the problem of the counselor just as it is his problem to see that each camper gets some of the adventure which he seeks, that the romance of camping is kept alive in the mind of the camper, that the heritage is preserved to another generation.

Goal for the Camper

When the botanist walks through the forest he is aware, because of his background, of the great variety and complexity of the plant life in the area. He is conscious of the changes that have taken place since the coming of man—of the succession of plants that have lived in the area as it has gone through the stages of virgin forest to farmlands and thence back to woodlands again. He is aware of the principles of plant growth, of the tremendous importance of the process that takes place in the green leaves of plants whereby non-living chemicals are transformed through the interaction of sunlight into living materials.

When an ornithologist takes a walk he is aware of the songs of birds that most of us do not notice. Without ever having seen the area before, he knows what types of birds to expect in the open fields, along the hedgerows of the farmlands, in the deep woods. He is conscious, as he sees or hears birds, of their life histories, their migrations, their winter homes, their food, their mating, the rearing of their young.

In like manner the geologist is aware of the rock beneath his feet. The limestone and the flint nodules tell him the story of the ancient seas and the lifting and falling of the land mass when these rocks were formed. He knows the geological period to which the surface rocks belong, recognizes the fossils for what they were, is conscious of the thousands of feet of sedimentary rock that

overlie the igneous deposits hidden below the surface.

The ecologist is alert to all the interrelations in the world around him—plants to soil, one plant to another, plants to animals. He, along with all the other scientists we have been talking about, feels a sense of wonder at the beauty, the bigness, the complexity of the world. These men might not talk about these sentiments, but most of them would have them, nonetheless.

It is not the purpose of the camp nature program to make geologists, ornithologists and botanists out of campers—though this has often been a result. Nor is it the purpose of such a program to teach facts about the world of nature. Its purpose is, rather, to develop a friendly familiarity with the camp scene, to help campers to appreciate and understand their physical environment, to give them a sense of the beauty, the complexity, the bigness of the camp world. The program should give the youngsters a glimpse of some of the things the specialist understands and a sense of the oneness and the relatedness of all things in the world about them, that they may come to feel that the camp is an interesting place, that its living plants and animals have a story to tell, that its past history lends a peculiar romance to the area.

This goal is not easy to reach—partly because of certain mind sets on the part of the camper or, perhaps, because the counselors lack interest and enthusiasm for the job. Nonetheless it is the counselor's job to do all these things. There are certain qualifications that he should bring to the job if he is to do it well.

Counselor Knowledge

Every counselor needs to know enough about the camp area to feel its interest. This does not mean that every counselor must have a great background in the field of science. It does mean that each one should have eyes to see and a genuine capacity to appreciate the world of nature.

Each counselor must be an opportunist. When questions come from campers, and when interesting natural phenomena are encountered, he must be willing to stop and give time to observe, to speculate, to answer questions—if he knows the answer. If he doesn't know it, he must be able to say, "I don't know." Campers will respect him for his honesty.

Counselors must be willing to learn with campers and to do things with campers. The results are generally far better where the counselor *works with* his group than they are where he attempts to *teach* his group.

Counselors need to have certain skills in doing things, always remembering that much of the appreciation of physical things comes from working with them and from having first-hand contact with them. Some of the best nature opportunities come naturally during hikes, cookouts, or craft sessions.

As the counselor participates in the various "camptivities" and comes in contact with nature in its various manifestations, there are several approaches to the job that he needs generally to keep in mind. Some people are more interested in one approach than another, but the good counselor will be aware of all of them.

Camper Interests

The utilitarian value of the natural world is usually interesting. What use did the Indian make of this plant or animal? How did the pioneer use it, and what is its value today from the standpoint of the campcraft program or from the economic standpoint? Here is a place where many craft activities can be tied closely to the nature program. Seeds, bark, plant fibres, leaves, wood, juices for dyes, and countless other native materials may find their places in the craft program. And the knowledge of pioneer or Indian usage gives added interest to things seen on hikes which may not actually be put to any current use.

Interest is high, too, in the relationships of things—insect to flower, birds to seed and insects, soils to plants, moisture conditions to plants, and all the countless relations and interrelations that are so fascinating in the world of nature. Even though ignorant of the scientific facts involved in those relationships, alert eyes may often observe that they exist.

The sheer beauty of the physical world brings high pleasure once it is observed with the seeing eye. There is, of course, some question as to whether an appreciation of beauty can be taught directly. Appreciation is generally a by-product of associating with things of beauty and of having line, form, color, harmony—the more intellectual aspects of the beautiful—pointed out. But in the world of nature loveliness jumps to the eye—without this intellectual knowledge—and every child should achieve some sense of these natural beauties while he is close to them.

Each camper should get enough information about the natural world so that he has a sense of

(Continued on page 48)

Games for Day Campers

Stung, or Step on the Rattler

THIS IS AN ANCIENT GAME. A circle about three feet across is drawn on the ground. The players, holding hands, make a ring around this, and try to make one of the number step into the poison circle. He can evade it by sidestepping, by jumping over, or by dragging another fellow into it. The first to make the misstep is "it" for the time or for next game.

Scavenger Hunt

Make a list of objects to be brought in—specific rocks, leaves, grass, seeds, four leaf clovers and so on, and let small groups, each with a list and bag, see how many of the objects they can find within a certain time. Be careful not to include on the list things that should not be picked. As variation ask for twenty-six objects, each beginning with a different letter of the alphabet.

Trailing

Let some one in the group go off cross-country in the woods walking carelessly, scuffing leaves, bending twigs and leaving footprints. After ten or fifteen minutes let the group try to track the trailmaker, following the slight clues he has left. The trailmaker has a watch and sits down after fifteen minutes. The first to find him is "it" next time the game is played.

Hawkeye

Cover up a bird picture, a stuffed bird, a flower or any other such object after the group has had a few seconds to look at it. Then ask questions to see who has the sharpest eyes. Of a robin you might ask, "What color is its breast? How many spots of white are there? Color of head? Color of bill? Where is there black? How many noticed white around the eye?"

Nature "Crows and Cranes" or "Black and White"

Divide the group into two groups or teams and line them up facing each other in two lines some ten or twelve feet apart. Back of each line is a base line. One team is known as *true* and the other as *false*. Make nature statements that may or may not be true, such as "birds have teeth," "bats have fur." If the statement is true, the true side chases the false side to its base line. Anyone caught en route joins the true side. If the statement is false then the opposite is true. At the end the side with the greatest number wins. It is well to have a number of statements in mind before starting the game or it will lag and there will be no fun in the playing. Be sure the facts are known to the group before you ask the questions or make the statements.

"Swat" the Blindman

Have Audubon charts hung on the wall. Have a player stand with back to the chart. Name a bird, such as the flicker. Ask if he remembers the black cap? The red breast? The yellow on the tail? This always furnishes a great deal of amusement to the audience.

Bird Logomachy

Use cardboard letters printed on one side. Place face down on the table. Players take turns drawing letters and placing face up on the table. When a player can make a bird name from these letters, he takes the letters and spells the word in front of him. The person getting ten birds wins.

Bird Rogues' Gallery

Slips of papers are passed out to players, and they are given two minutes to draw a picture of a bird for the Rogues' Gallery. The exhibit is then set up, and the judges walk by the exhibit. Recognizable birds are given honorable mention (1 point). Birds represented in action may be given red ribbons or red-pencil marks (2 points). The best sketches may be given blue ribbons or blue marks (3 points). The judging may be made very funny. The team getting the greatest score wins.

Twig Matching

Obtain several kinds of twigs 8 to 12 inches long. Cut into two parts. Mount the lower half on a board. Scatter the other halves on a table. At a given signal, the players observe closely one of the twigs and then run to the unmounted group to get the other half. If the wrong half is brought back, he tries again. This game requires close observation. Leaves may be used in the same way, or flowers with short stems may be fitted to longer stems, or leaves to leaf scars.

(Continued on page 46)

WORLD AT PLAY

Teachers Take a Class

TEACHERS in Union County, New Jersey, are going back to school this winter and early spring. They are going to school to the Naturalist for the Union County Park Commission—to learn about nature and conservation of nature.

The purpose of the course is to help introduce to teachers the plants and animals native to this area and assist them in planning a course of study in natural history for their classes.

Ten lecture-laboratory sessions will include a study of fungi, mosses, ferns, wild flowers, trees, shrubs, woody vines, insects, fish, amphibians, reptiles, birds, and mammals. All of the field trips center around the park commission's 2,000-acre Watchung Reservation and include a visit to old quarries along Seeley's Pond; a trip to the "Deserted Village" and an old copper mine; a journey along Green Brook to collect amphibians; wildflower study along the nature trail; a visit to "The Glen"; a bird walk; and an inspection of exhibits at the Trailside Museum.

Outing Club Conference

THE MIDWEST College Outing Club Association composed of twenty-seven colleges and universities in eight midwestern states will hold its first postwar conference at McCormicks Creek State Park, Spencer, Indiana, the second week end in May. The conference will be attended by both faculty members and students. Additional information can be secured from Chairman A. E. Florio, School of Health and Physical Education, University of Illinois or G. G. Eppley, Field Recreation Consultant, Indiana University.

Institute for Naturalists

A TRAINING institute for park naturalists, nature recreation leaders, school teachers, and museum personnel will be held April 26, 27, and 28 at McCormicks Creek State Park, Spencer, Indiana. Reynold Carlson, National Recreation Association; and D. E. McHenry, Park Naturalist, National Capitol Parks, will serve as instructors, assisted by Robert F. Wirsching and Sidney Esten, Indiana Conservation Department; Howard H. Michaud, Purdue University; and Garrett G. Eppley, Indiana University. The institute is sponsored by the Indiana Department of Conservation and Indiana University.

Crippled Children's Camp

AS THE summer of 1945 drew to a close, the camping season at Camp Cheerful, Novelty, Ohio, sponsored by the Society for Crippled Children of Cleveland, also ended. Fifty children at a time came for two week periods, during July and August.

Arthur T. Orner, director of the camp, said that outdoor activities, such as baseball, football, tennis, badminton, archery, held the greatest interest for the children, and top favorite of all was swimming. Indoor activities were also popular, and included ping-pong, listening to recorded music, working with metal and wood and a lot of "eating."

Twenty-five adults staffed the camp and included counselors, a physical therapist, a doctor, and registered nurse, a cook and assistants.

The camping program each year is financed by the sale of Easter seals, and the children are recommended by doctors, hospitals, social agencies, and parents.

Institutes for Leaders

Two training institutes for recreation leaders, summer playground directors, and youth canteen directors have been scheduled for June 7, 8, and 9 at the Indiana University Extension Center, East Chicago, Indiana, and at McCormicks Creek State Park, Spencer, Indiana. The training staff will be composed of Terry Rose and his co-workers from the Recreation Department of the Chicago Park District. Registration will be in charge of Garrett G. Eppley, Field Recreation Consultant, Indiana University, Bloomington, Indiana.

Year-Round Week-End Camping

THE LOS ANGELES City Recreation Department has decided to offer week-end camping for girls on a year-round basis at Griffith Park Girls' Camp. The camp offers any girl, eight years of age or more, forty-eight hours of camp fun in the out-

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doors from Friday after school to late Sunday afternoon; plenty of good schooling and lodging in rustic cabins; a program which includes hiking, sports, nature lore, campfire stunts, games, woodcraft, outdoor cooking, singing, dramatics, handcrafts and hobbies. A nominal fee is charged to cover meals and lodging.

Fall programs of recreation activities for adults as well as children are booming at the fifty-two community clubs and recreation centers maintained by the Los Angeles Recreation Department.

Interesting History—Utica, New York, has a long history in recreation. In 1899 the city set up its first Playground Association whose leaders worked closely with Joseph Lee. In 1919 Utica created a Recreation Commission which they believe was one of the first in New York state.

Horseshoe Tournament—In September, 1945, the Recreation Department of Norwood, Ohio, conducted with real success, the National Senior A.A.U. Horseshoe Pitching Championship Tournament. The tournament was held at the Norwood Municipal Horseshoe Courts where there are ten excellent standard courts under lights. The event lasted three days. Bleachers to seat 1,000 spectators were set up for the occasion.

BADGES AVAILABLE

During the war, because of the shortage of metal the National Recreation Association could not supply badges for Boys' and Girls' Athletic Badge Tests.

Beginning in June 1946 these badges will again be available for both boys and girls. The cost will be 20 cents each.

National Congress of Parents and Teachers—The National Congress of Parents and Teachers entered its fiftieth year of service to home, school and community on February 17th. We believe that much credit is due to this great national organization with its close to three and a half million members, over one third of which are men, for the devoted and very specific contribution they have made to the welfare of the home, the school and the community. In the field of recreation they have backed and supported public recreation programs and budgets and have provided leadership and training for leadership; they have organized recreation in small communities and organized community centers in schools in larger communities. Their Recreation Committee was established at the Austin Convention in 1925. Through the national organization and through the chairmen in the state branches and through local associations they have recognized the importance, the value and the necessity of doing something about recreation. We extend to them the heartiest congratulations of all professional recreation people and this Association.

Training Institute for Park Superintendents—A training institute for park superintendents, both state and municipal was scheduled for McCormick's Creek State Park, Spencer, Indiana, March 11 to 22 inclusive. The institute is sponsored by the Field Recreation Service, Indiana University; State Park Division of the Indiana Department of Conservation; and the Indiana Park and Recreation Association.

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Representatives of Weaver-Wintark stroll along the boardwalk during a recess at the Recreation Congress where they presided over the Weaver-Wintark display.

Institute in Canada—March, 1946, was training time in Hamilton, Ontario. Five Saturday afternoons—four in March and one in April—were given over to leadership training courses featuring special instruction for playground directors, university and normal students and married couples. Among the subjects offered were:

Leadership Training for Community Recreation.

Skills in Arts, Crafts, Folk and Rhythmic Dancing.

Guidance in the Meaning and Methods of Recreation.

Music and Drama, Discussion and Study, Pre-Party Games.

Mixers and Mass and Singing Games, Program Building.

"Teen-Agers," Church Clubs, Recreation Technique.

One of the features of the public relations campaign which preceded the Institute was an attractive bookmark printed in red on white. One side of the bookmark told of the Institute, the other gave a booklist prepared for the Institute by the Hamilton Public Library.

Museum Notes — St. Joseph, Missouri, has an "up-and-coming" Museum program. A director and a small staff have turned a large, old residence into an interest center for young and old. Here are conducted art classes, a clay modeling club, natural history classes for boys and girls, a ceramics club, an art class for adults, classes in sketching and sculpture. The Missouri Valley Mineral Club, the Audubon Society and similar groups use the Museum as headquarters for their activities.

The Museum is financed by memberships and contributions. The 1945 budget was $10,000. The Museum is becoming a real force in the community.

Fit and Fair—*Fit and Fair* is the title of a new 16 mm. film in sound and color now available for showings free of charge from the Y.M.C.A. Motion Picture Bureau in New York, Chicago, San Francisco, and Dallas.

The film, a two-reeler, stresses the importance of good posture, poise, diet, and grooming in achieving beauty and charm. It is aimed especially at the teen-age girl, but is described as suitable for "high schools, colleges, P.T.A.'s, industrial and community groups."

Art Exhibit — The Board of Recreation of Bismarck, North Dakota, in cooperation with the State Historical Society, sponsored an exhibit of North Dakota artists in November 1945. Two-dimensional subjects were shown. These included water colors, oils, sketches in charcoal, crayon, pencil, pastel, pen and ink, photographs and prints such as wood-cuts, lithographs, linoleum blocks and etchings. More than 170 works from all over the state were exhibited and large crowds visited the display. The exhibit was continued for several days at the request of the Farmer's Union organization which was holding a state conference during the week.

A working "exhibit" of local school children gave demonstrations at different times during the three days. The purpose of the exhibit was to stimulate interest in creative fields and to expose the activity and new movement in the field of art expression as well as to promote sales of local artists.

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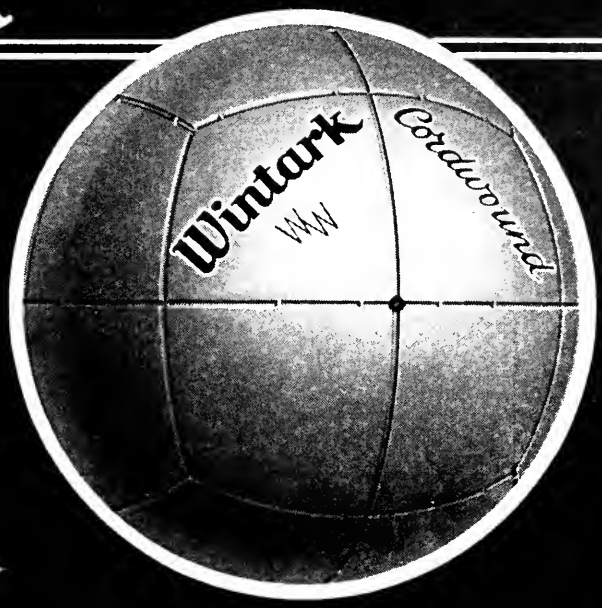

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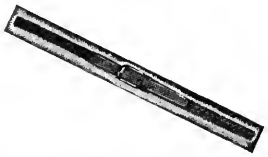

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People of all ages and from all walks of life attended. The exhibit was near the Teen Canteen and a large number of teen-agers, many farmers and citizens from in and around Bismarck enjoyed the display. Books on art were also displayed, a number of the artists were present at different times, and someone from the Board of Recreation was always there to greet visitors and show them around.

The total cost to the Board was about $10 since all entries were shipped at the owner's expense.

Symphony Orchestra — Sunbury, Pennsylvania, has a symphony orchestra. It is sponsored by the Community Center, underwritten by Temple Beth El, directed by a member of the Philadelphia Symphony Orchestra.

The Sunbury group includes 60 players — 31 youngsters and 29 adults. Guest artists are brought in for some of the concerts which take place several times a year.

Recreation Tax Vote—On November 6, 1945 a successful vote was cast in Warren, Ohio, for a .2 mill tax for recreation for a two-year period which will amount to $15,000 a year. The vote passed by a 78 *percent* majority. At the same time $270,000 was voted for an incinerator, passed by a 73 *percent* majority, and the renewal of a bond levy for schools was passed with an 83 *percent* majority. Incidentally, votes for the recreation tax tallied 9,360, FOR and 2,640, AGAINST. There were more votes cast in this general election than ever before in the history of Warren.

"Home-Town" Day Camp—Midland, Michigan's Central Park was the scene of day camping last year. Activities included handcraft, nature, campcraft, music, dramatics. Ninety youngsters learned to swim. Hiking had an important place on the program. Groups of boys and girls from 6 to 14 years of age camped for two week periods.

Durham, N. C., Shoe Shine Boys' Clubs—In March, 1945, the Department of Public Recreation of Durham, through the cooperation of the Police Department, the Juvenile Court, the Junior Chamber of Commerce and the Young Men's Negro Business Club, took preliminary steps toward setting up an organization for city shoe shine boys between the ages of 12 and 16. Any 12 or 13-year-old boy who secured a license from the City Tax Office or any boy 14 to 16 years of age who secured a working permit from the Welfare Department, plus a license from the Tax Office, was accepted as a member of the Durham Shoe Shine Boys' Clubs. Approved members were delegated stations, set up on various corners throughout the city, and were permitted to shine shoes from 3:00 to 7:00 P.M. Monday through Friday and from 1:00 to 7:00 P.M. on Saturday. The Recreation Department has provided the recreation program for these youngsters through football leagues, picnics and free swimming parties.

Tallahassee's Living War Memorial—About two years ago the City of Tallahassee, Florida, obtained title to sixteen acres of very low land in front of the local high school. Work is now well under way to develop this as a recreation center which will be a living war memorial. To date, (December 1945) the filling and most of the drainage is complete and baseball and softball fields are practically finished as well as outdoor baseball and volley ball courts. The development will include the following items of work:

1. Grading, filling and construction of fields	$100,000.00
2. Football stadium with ¼ mile track, seating capacity 10,000	275,000.00
3. Community center building	150,000.00
4. Swimming pool (72′ x 165′)	80,000.00
5. Tennis courts	15,000.00
6. Fieldhouse	5,000.00
7. Basketball, volley ball, shuffleboard, horseshoe courts	5,000.00
Total cost	$630,000.00

The project will be financed by funds appropriated over a period of approximately five years. In

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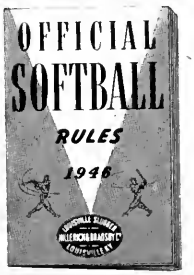

The new 1946 Official Softball Rulebook is due off the presses in the near future. Send 10c in stamps or coin to Dept. R.

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the next year's budget to be set up in March 1946 it is planned to include $100,000 of which $80,000 will be for the swimming pool.

Spotlight on Crafts—At one recreation center in Winona, Minnesota, crafts hold the spotlight. Among a large variety of crafts taught the emphasis is upon a rather unusual one—the making of bows and arrows.

Fairfield Organizes a Rod and Reel Club

RECREATION LEADERS are constantly on the alert for new activities that will enrich the scope of the program offered to the public. If these activities appeal to the interests of those not now reached by the regular program and if they carry over into every day living they are of so much greater value.

Fishing is one of these activities that meets the test in all particulars. There is no need to expound the virtues and values of fishing as this has been done by those more competent. Suffice it to say that the evidence presented by large numbers of fishermen, young and old, male and female, who are met on a drive through the countryside, is eloquent testimony of the desirability of such an activity.

A conference with a group of our local fishermen indicated an enthusiasm on their part to be of assistance in promoting a program of instruction for the youngsters of our town. One of the group volunteered to teach casting and fly-tying once a week at each of our four recreation centers. Bulletins on our Center bulletin boards, announcements in the schools and in the newspapers telling about the formation of a Rod and Reel Club met with an enthusiastic response from the youngsters. Not only did many of our regular customers sign up, but new faces appeared.

Our program is still in the formative stage but is built on the following pattern: once a week at each center the gymnasium is used by the club for casting practice for about forty-five minutes. Colored squares of cloth serve as targets and impromptu contests tend to keep interest high and stimulate the learning process. After the casting practice the group retires to a near-by room to receive instruction in tying flies and plug making.

One of our difficulties was getting vices to hold the hooks for tying. Our local high school manual arts department came to the rescue by agreeing to make sufficient copies of a simple model designed by the instructor.

We are now arranging for a general meeting of all the center clubs once a month to see films on fishing and to hear talks on fishing experiences, camping trips, wild life conservation and the sportsmanship code.

Those members who have been faithful in attendance and who have demonstrated the required skills in casting and fly-tying will be presented with a felt emblem indicating club member-

Why Some Playgrounds Are Successful While Others Fail

AT A SECTION MEETING of the twenty-eighth National Recreation Congress the subject discussed was the success or failure of playgrounds. Here are some highlights taken from the summary of that meeting.

Playgrounds are successful because:

Patrons have fun.

There is good leadership.

There are space and lawns and trees and shrubs and flowers in addition to well-marked fields and courts.

There are lights for night play, and especially for family nights.

There is a varied program including games for every occasion, puppetry, drama, music, handcrafts, nature study.

There are special events to enrich the program.

There is good planning—for supplies, for program, for publicity.

The grounds are kept in good condition.

There are frequent and interesting staff meetings.

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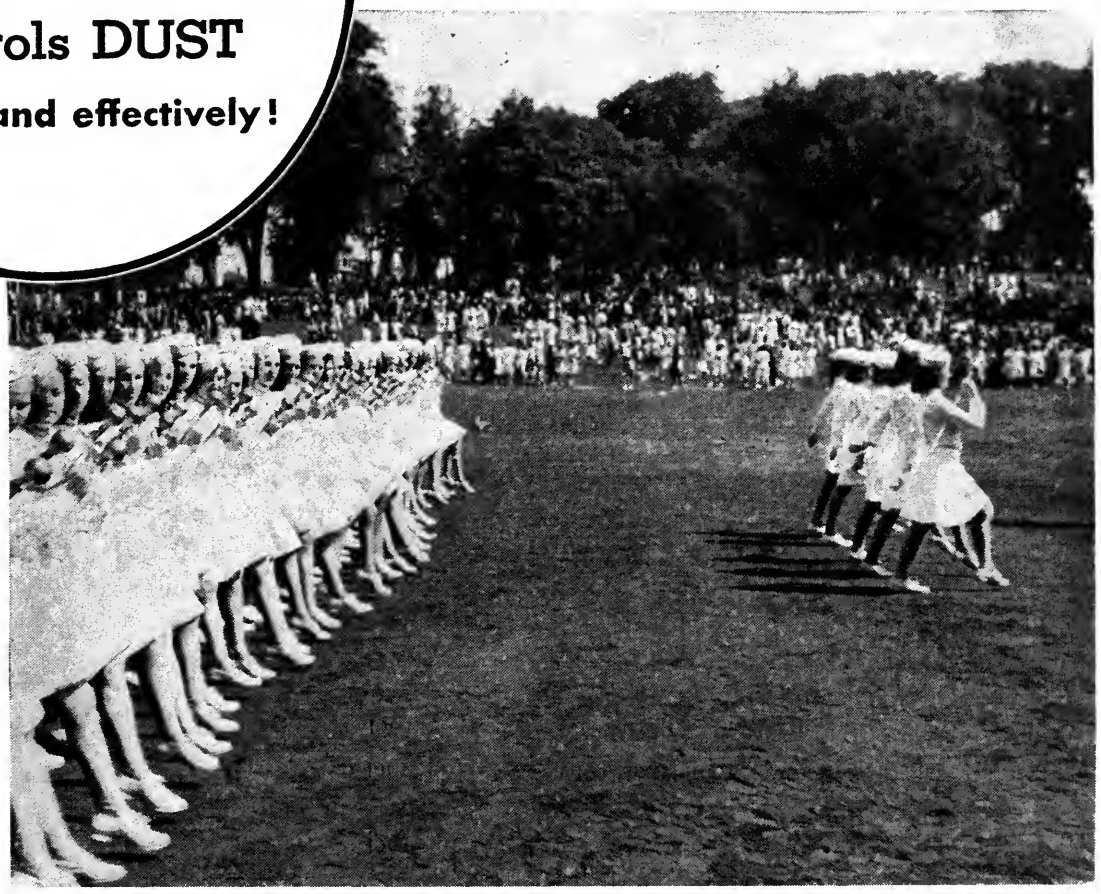

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ship. We are also planning week-end fishing and camping trips in the spring under the guidance of our adult sponsors.

Requests are beginning to come in from adults asking for instruction in the sport and it looks as if a senior club is not far off. Such a program has much to offer as a recreational activity. It has an appeal to all age and sex groups. Such an interest started in a youngster has a carry-over value into later years of life. The cost of equipment is relatively inexpensive and is usually provided by the individual. It tends to get people into the outdoors and makes them conscious of the great heritage nature has provided.

Recreation Departments have a great opportunity to lay the ground work for intelligent attitudes toward elimination of stream pollution, the restoration of our forests and wild life and all forms of natural conservation that have become so important in the national life. — *Walter H. Hellmann,* Superintendent of Recreation, Fairfield, Connecticut.

ONE IN A HUNDRED

OF THE 5,982 magazines published in the United States, the RECREATION Magazine has been selected as one of a hundred by Laura K. Martin, Chairman of the Evaluation Committee of the American Association of School Librarians.

Many volunteer and paid recreation workers who have shared cooperatively in turning in their material for the RECREATION Magazine have reason to be happy over this designation.

Ohio Cities Vote Recreation Levies

REFERENDUM VOTES for recreation levies in a number of Ohio cities on November 6th resulted in the following favorable action:

In Akron, where by charter provision only a simple majority of votes is needed to pass a recreation levy, a 61 per cent favorable vote was secured. Since real estate values have increased in this city, the budget of the Recreation Department for the coming year will be increased by approximately $10,000.

In Canton, where a 65 per cent favorable vote is necessary, the recreation levy obtained 77.9 per cent.

In Dayton, where the citizens voted on bond issues totaling $24,800,000 covering seventeen improvement proposals, thirteen of these issues were successful, including one for $1,500,000 for parks and recreation. The parks and recreation issue polled a 66 per cent favorable vote with 25,380 votes for the issue and 12,956 against it.

Columbus citizens, in voting for the playground and recreation levy of $775,000, cast 36,007 votes for it and 17,924 against it—a favorable vote of 66.8 per cent. This issue provides for the reconstruction and repair of shelter houses, the purchase of new equipment for playgrounds, and location of new recreation centers.

The city-county vote for a Veterans Memorial Hall in Columbus polled a 69.9 per cent favorable vote. The building will probably house a main auditorium seating 11,000 people with a conven-

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1. NEW, better, safer SLIDES, BETTER LOOKING, in 12, 16 and 20 foot Chute Lengths.
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4. NEW MERRY-GO-ROUND that is 33-1/3% safer. A beautiful outfit.
5. NEW WHIRLING CLIMB on which the children will have loads of fun.
6. NEW SWING OUTFITS with STEEL Fittings, Hangers and Seats.
7. The ONLY SAFETY SWING SEAT on the market: REALLY SAFE!
8. NEW MERRY-WAVE-STRIDE furnishes thrilling action.
9. NEW GIANT STRIDE with NEW, safer GIANT STRIDE LADDER HANDLE.
10. NEW KINDERGARTEN ROCKING BOAT TEETER, which is the most attractive, practical play outfit for young children ever invented.
11. NEW KINDERGARTEN CHAIR SEAT SWING: STEEL, with REGULAR heavy swing chain for suspensions instead of light chain, usually used.
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tion-type exhibition hall under it, a wing for the exclusive use of veterans organizations, and a wing which will contain a music hall.

According to newspaper statements, in Fostoria, a $300,000 bond issue for a stadium was passed, while Toronto voted favorably on a $50,000 bond issue for a memorial park. At Middletown an issue covering park improvements was passed by a 65.2 *percent* favorable vote. A bond issue for $439,300 was approved in Hamilton by a substantial majority. The money will be used for the acquisition of playgrounds and for recreation center improvement. Voters of Tippecanoe City approved a 2.5 mill levy to run for five years for the construction of a memorial athletic field, while Forest approved a park levy by a vote of 251 to 74.

Speaking of Volunteers

THE ANNUAL REPORT of the Bureau of Parks and Recreation of Portland, Oregon, indicates unusual success in that city in the use of volunteer service. The following list of volunteers to which the Portland Bureau of Parks and Recreation expressed its deep appreciation in the report may be suggestive to other cities wishing to extend volunteer service.

Women of the AAVW, League of Women Voters, Church Groups, who visited every resident in the housing projects and obtained the information regarding programs in centers, types of boys clubs and girls clubs, and adult groups.

Women from the Civilian Defense Office who compiled the information for recreation interest blanks.

Junior League members who handled the library hours.

The membership of the Portland Story Hour League for series of story hours and volunteer training courses in storytelling.

The Women of the Unitarian Church who served refreshments and assisted in programs for the boys from Frazier on a regular schedule.

The women of the City Hall who initiated the hospitality nights for Russian seamen at the request of the U. S. Navy.

The men from the insurance companies who volunteered and conducted Christmas parties for Trailer Camps and other segregated centers.

The Volunteer Patrols of the city and county who so kindly and courteously assisted in:

Junior Patrol Organization
Sport Clubs
Boxing
Teen-age dances
Adult dances
General administration of buildings

The Volunteer Firemen who so generously led the Junior Fire Patrols.

The members of the Portland Library staff who trained volunteers in library techniques at the centers.

The men and women of the radio stations who not only publicized programs, but came to centers, directed and planned feature events.

The men and women with special talents who entertained the military, the convalescent and the children of the centers.

The thousands of men who trained and coached organized teams.

The members of the Portland Cycle Club for conducting bike rides.

The hundreds of officials who served in individual competitions such as tennis, archery, swimming, badminton.

The women and men from the Office of

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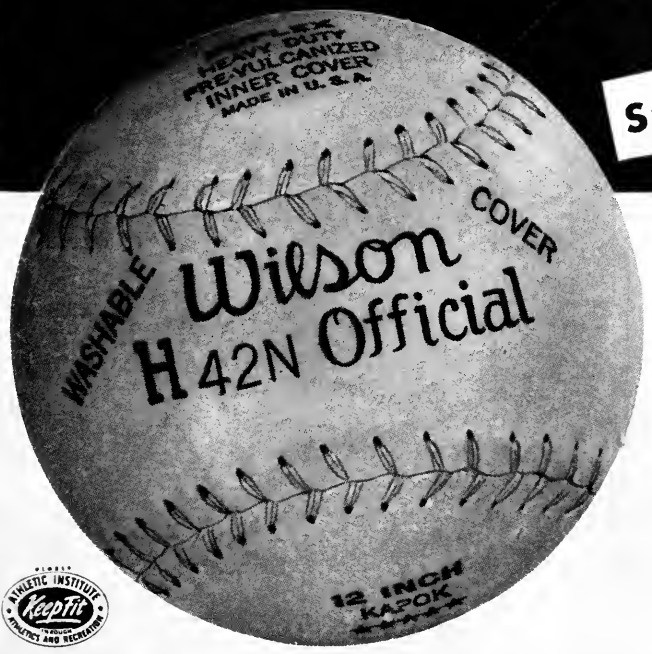

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

Civilian Defense who acted as host and hostesses in teen-age events.

The members of the newspapers who publicized and yet found time to assist in contests.

The members of men and women's service clubs for survey work, investigations and evaluations of programs, staff and expenditures.

The Red Cross Volunteers in aquatics, home nursing and first aid.

Women trained in special skills who conducted classes, led groups for more than one year periods.

The P.T.A. for fun nights—entertainment and general promotion of recreation programs.

The women who registered in rehabilitation classes and are now serving with crafts at Barnes Hospital.

Closely associated with the groups who contributed entirely volunteer time and effort are the clubs who contributed both time, effort and finances for adding color to programs.

Kiwanis Club	Goldenball Tournament
Optimist Club	Boys' Sport Programs
Active Club	Development of Swimming
Portland Elks	Revolving fund for development of program at Arleta Building
Old Timers Baseball	Supplying equipment for uniforms for junior baseball programs.

USO Building Becomes City Recreation Center

THE USO BUILDING in Madison, Wisconsin, became the Madison Community Center in a ceremony at which Emerson Ela, USO director, presented the keys to the building to Mayor Kraege.

At its first policy-making meeting, the eighteen-member central committee for the city's new recreation center made the following recommendations to the Board of Education who will be in charge of the center.

1. That the center be named the Madison Community Center.
2. That the Loft, youth activity club, be brought over to the center from the Y.M.C.A. with its membership, rules and regulations intact.
3. That only youths 16 through 18 years, or in the last three years of high school, be admitted to the center.

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4. That all youths within these age brackets be admitted to the center from 10 A.M. to 6 P.M. Saturdays; 2 to 6 P.M. Sundays, and, for a trial period, 4 to 5:30 P.M., Tuesdays and Wednesdays.
5. That only Loft members be admitted Friday and Saturday nights from 6:30 to 11:30.
6. That the building, open from noon to 11:30 weekdays, be available for adults in the hours not occupied by youth activities.

Among the problems on the agenda for the next monthly meeting is the question of whether to serve sandwiches during the noon hour at the snack bar and how to control attendance since building codes will permit only 800 at a time at the center. Members of the Parent-Teacher Association will be asked to discuss at their next monthly meeting the advisability of admitting youths to the center on afternoons. Meanwhile the center will be open to young people, Tuesdays and Wednesdays on a trial basis. The secretary of the Madison Business Association will be asked to poll restaurant men in the neighborhood of the center as to whether they would object to the competition of a snack bar run in the noon hour.

Howard G. Danford is Superintendent of Recreation under the Department of Health, Physical Education, Recreation and Safety. Robert Hurd is director of the new center.

Games for Day Campers

(Continued from page 32)

Jack-in-the-Box

A branch of flower is held up quickly from the back of a box. The players write down the names. See which team gets the highest average.

Getting the Clue

Have a sheet of paper or cloth with a hole in the middle. Show the edge of a leaf, a little at a time. Whoever gives the name correctly first is given the leaf. The one who gets the largest collection wins. Pictures of birds may be shown in the same way, the beak being the first to appear.

Tree Silhouettes

Cut from black paper the silhouette of trees. The trees particularly well adapted to this game are spruce, pine, elm, red cedar, weeping willow, palm, sugar maple, Lombardy poplar, and white oak. Hold up the silhouette for naming.

Nature Alphabet

This is played with "sides." The leader names a letter of the alphabet. Each player on each side in order names a bird, flower, or tree (decided upon before starting) which begins with that letter. Anyone who cannot do so in less than five seconds is out. No one is to name an object which has already been named. The patrol having the greatest number of players left at the end of a certain time is the winner, or the last group to name an object beginning with that letter wins one point for his team.

Leaf Passing

Choose a broad leaf. Players stand in rows. At a given signal, the one in front passes the leaf over head to the one behind, who passes it between his legs to the next, and so on, alternating over and under. The one at the back of the line runs to the front, and the leaf is passed back again. This is repeated until the one who started in front is back again. If the leaf is torn or injured in any way, the game is lost.

Program for Gardeners

THE FOLLOWING set of guides for 1946 gardeners was drawn up by the United States Department of Agriculture and presented at the National Garden Conference held in Washington, D. C., March 26-28:

1. Add your bit to the world food supply. By growing a part of your family's needs, you release food stocks that can be used somewhere else in the world.
2. Plan your garden carefully. Grow enough to supply your needs for fresh vegetables and as much extra as you can preserve for family stocks.
3. Make successive plantings for continuous supplies and late crops.
4. Your garden will make it easier to save "a slice of bread a day" by enabling you to have an extra fresh vegetable with every meal.
5. Stay with your garden throughout the season.
6. Figure out how much your garden can save you in money.
7. Work toward a permanent garden.
8. Gardening is fine exercise. Nothing like a little spade and hoe work to keep you out in the fresh air and in good shape.
9. Relax! No better way to forget your problems than to get down in the dirt and dig.
10. And eat better. You can't beat fresh vegetables and fruits right out of your own garden for flavor and nutrition.

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Prove It

Players sit in a circle. The one starting the game says, "From where I am I can see a gray birch and a black cherry." The next player repeats all that the previous players have said, in exactly the same order, and adds another tree or bird. It may be limited to what is seen on one gray birch tree. If anyone doubts the statement, he may challenge the speaker. Anyone caught unable to defend his statement drops out of the game.

Grand Change

Players are divided into four groups, as black oaks, red oaks, chestnuts, and elms. Players stand by their trees—no two at any one tree. "It" stands at the center and calls the name of a group—elms, for instance. At each signal, the designated group must change places. "It" tries to claim a tree in the interchange. If the center player calls forest, everyone is required to change but must keep to his particular kind of tree.

Nature Sounds

The group are given five minutes to see who can make the longest list of things heard in the woods during that time. It may be a raindrop, crow, rooster in distance, rustling leaves of oak or the swish of the pine, tapping of the woodpecker, or song of the brook.

Holding the Front

Hikers travel in single file. The file occasionally is halted and the first person in the file is asked to identify a tree or plant by the side of the road or some distance ahead. If he fails he is sent to the rear of the line and the second becomes the first and is asked the next question. The person able to answer the most questions and remain at the front for the greatest period of time wins the game.—From *Pittsburgh Day Camps Counsellor's Manual,* 1945.

Day Camping

(Continued from page 27)

2. Woodland games while hiking such as:
   a. Spy
   b. Dash
   c. Matching Leaves
   d. Nature Clumps
   e. Watching the Trail
3. Wading in the Pecos River

11:45—12:00 A.M. Latrines—washing of hands—drinks
Explanation of proper cooking procedures with sticks
Singing of Grace

12:00—12:10 P.M. "Come and Git It" at Chuckwagon
1. Distribution of nosebags and bottled cow

12:10— 1:00 P.M. Eating of lunch within the "Corral"
1. Disposal of "honey"
2. Disposal of paper
3. Remaining lunch to Chuckwagon
4. Empty cow bottles collected and returned to Chuckwagon

1:00— 2:00 P.M. Rocking Chair Emma Period
1. Relaxing on "sougans" under some tree
2. Reading
3. Tall Tales
4. "Whittlin'"
5. Sketching for Pin-up Gallery
6. Exploration
7. Collecting
8. "Chin music"
9. Signalling
10. Lashing
11. Woodland gadgets

2:00— 3:00 P.M. Pecos Bill Hour
1. Roping or Lariat Competition
2. Chumfoo Nature Quest (identification of the following):
   1. One strand of Pecos Bill's hair
   2. Slue-foot Sue's favorite flower
   3. Lightnin's favorite food
   4. Snagtooth Sal's umbrella
   5. A nut for Bean Hole's pancakes
3. Wild West Show
4. Bullfrogging
5. Rope-jumping Contest
6. Jump the Pecos
7. Horseshoes

3:10— 3:40 P.M. Game "Dispatch Running" or "Capture the Flag"

3:40— 4:00 P.M. The Last Round Up
1. Selection of three outstanding cowpunchers and three outstanding cowgirls—Initiation into Wouser Pack
2. Initiation into Tribe of Chumfoos
3. Distribution of Pecos Bill and Slue-foot Sue "brands"

4:00— 4:10 P.M. Retreat
1. Proper folding of the Flag

4:10— 4:25 P.M. Group singing while equipment is being packed—circle games

4:25— 4:30 P.M. Singing of Taps and Friendship Circle

4:30— 5:00 P.M. Departure from I-X-L Ranch and arrival at playground.

Counselor to Camper

(Continued from page 31)

friendly familiarity with the camp area. He ought to know the poisonous plants in the area, the dangerous spiders, insects and snakes — if they are present — and the more common plants and animals. He should come to realize that the forest is a friendly place and dangers are few. He should know what hazards to avoid, to be sure, but at the same time he should understand that most of nature is beneficent.

Most camp areas have variety and beauty. Their possibilities for the development of a sense of outdoor enjoyment in the lives of campers are tremendous. One of the great contributions that the camp experience can make is the development of an understanding and appreciation of America's natural heritage.

Music on the Playground

(Continued from page 15)

Sweetly Sings the Donkey
The Animal Fair
Along Came a Spider
Pussy
Monkey and the Zebra
Old MacDonald Had a Farm
Pussy Willow
Take Me Out to the Ball Game
The Spider and the Fly

Puppet and Folk Dance Weeks

Bump a Daisy
We All Clap Hands
My Hat It Has Three Corners
Little Prairie Flower
Hansel and Gretel Dance
Captain Jinks Come Home at Night
Galway Piper
Jump Jim Crow
Chebogah
Come! Let Us Be Joyful
Comin' Thro' the Rye
Dance of Greeting
Circle Dance
Good Night, Ladies
Little Red Handkerchief

Memphis, Tennessee (292,942). "The winds sing — and the motors hum — why not Y-O-U?" says the Memphis syllabus for playground workers. And, indeed, there seems little reason why Y-O-U should not hum or sing if you happened to be a frequenter of the Memphis playgrounds.

Each playground selected three songs at the beginning of the season. A safety song and a playground theme song were to be used for special

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This is an actual photograph taken in a General Store in Mill Village, Pa., . . . you can be sure to find a Two-Way Bowling Alley wherever people congregate for fun and relaxation. Two-Way Bowling Alleys are located in Schools, Church Centers, Boys' Clubs, Community Centers, Bowling Centers, etc., all across the country. Two-Way Bowling is so extremely popular because it is played and scored exactly the same as regulation bowling . . . yet a Two-Way Alley costs a fraction of a regulation alley. WRITE FOR DESCRIPTIVE LITERATURE AND COMPLETE INFORMATION.

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days, athletic contests and any other special occasions. In addition each ground chose a song typical of its special summer project. All these songs were registered at the central office.

Each playground director was urged to survey the neighborhood to find out what children and what adults played instruments. It was suggested that all players so found be formed into a playground band with one of their number as leader. Regular rehearsals were to be held and the band would play at least one selection for each special day program.

For each special day program a "song rally by ear" was scheduled. The whole group present was divided into two sides which would alternate in singing songs appropriate to the occasion.

Other musical events scheduled for Memphis were concert bands and rhythm bands and drum corps for boys and girls of twelve or over.

Think It Over

These are only a few cases in point. They may give you an urge to go and do likewise or they may start your own ideas circulating in entirely different channels. There are endless combinations of musical activities. Nor does music need to be set aside for a special hour each day or each week. It can go in and out of your total program—your crafts, your games, your storytelling, your dancing—like "It" in *Go In and Out the Windows*. For music in one form or another—as a participant activity or an audience activity—combines easily with many other activities.

What Editors Say About "The ABC's Of Public Relations For Recreation"

"IT IMPRESSES me as one of the wisest promotions in the interest of publicity I have seen undertaken by any organization. It will be particularly helpful in securing additional newspaper space in communities where small newspapers serve as the primary medium and are necessarily staffed with minimum personnel.

"Your publication should not only help to obtain more publicity for recreation departments but also create a better *news* source for newspapers. A great deal of publicity never gets nearer publication than the closest waste-paper basket because it is poorly prepared and requires too much time to edit."—E. E. Dilliner, News Editor, *The Sentinel,* Centralia, Illinois.

"Excellent!"—Albert W. Spiers, Editor, *Michigan City News Dispatch,* Michigan City, Indiana.

"First intelligent job I've ever seen." — King Williams, *The Chicago Heights Star,* Chicago Heights, Illinois.

"I have looked through your pamphlet on *The ABC's of Public Relations for Recreation,* and I have only one word to describe it—splendid. It is by far the most concise, thorough and interesting discussion of the subject that I have run across and I'm sure it will be of immense value to the general cause. As you know, newspapers are more than willing to cooperate in any activity which looks toward the betterment of the community—and recreation is certainly one of these. The trouble has been too often that those in charge of recreation activities do not realize the newspaper's problems and approach the whole subject of public relations, so far as the press in concerned, in a negative manner. I'm going to turn your advance proof over to our local park department recreation director and I'm sure it will help him a great deal." — Dan Albrecht, City Editor, *The Joliet Herald-News,* Joliet, Illinois.

"Well done!"—*Oak Leaves,* Oak Park, Illinois.

"I have read *The ABC's of Public Relations for Recreation* and believe it a fine job. I am no judge of the other parts, but I do know something about newspapers, and have no suggestions to make as to improving what you say along that line. I think you cover the ground very well. Your ABC's has my OK."—Maurice Frink, Editorial Page Editor, *The Daily Truth,* Elkhart, Indiana.

"I think you have covered the field well."—W. A. Bailey, Editor, *Kansan,* Kansas City, Kansas.

"Press section is a very fine job."—J. P. Hamel, Managing Editor, *Daily Tribune,* Columbia, Missouri.

"As for the newspaper section, if all those who submit news items and stories would follow your ABC instructions, we newspaper people would have a much easier job."—Gordon B. Seavey, Managing Editor, *Belmont Citizen,* Belmont, Massachusetts.

"The booklet which you sent us, *ABC's of Public Relations for Recreation,* most certainly covers the subject in a very satisfactory manner.

"It appears to us that this booklet will be of infinite value not only to recreation directors but also to newspapers as well.

"We congratulate you on a most excellent manuscript and typographical make-up." — Merton J. Austin, Director, Public Relations, *The Sentinel-Star,* Orlando, Florida.

"We thought that the advanced proof copy of the *ABC'S of Public Relations for Recreation* was an excellent job, so good that the city editor said he was going to steal some ideas from it for use with our district correspondents."—John R. Herbert, Managing Editor, *Quincy Patriot Ledger,* Quincy, Massachusetts.

"Your *ABC's of Public Relations for Recreation* looks O.K. to me. I believe that you have covered the subject, as far as the newspaper phase is concerned, adequately."—Quimby Melton, Jr., Editor, *Griffin Daily News,* Griffin, Georgia.

"Thanks for sending us an advance proof copy of *ABC's of Public Relations for Recreation.* We found it interesting and were glad to receive it."—Lynn H. Holcomb, Managing Editor, *Akron Beacon Journal,* Akron, Ohio.

"Excellent job! Wish it were in poster form so it could be displayed for 500-odd organizations that feed in here the most awful copy imaginable."—Ben Marino, Managing Editor, *Evening News,* North Tonawanda, New York.

"Thank you for the proof copy of the *ABC's of Public Relations for Recreation.* Not only do I think it very well covers the subject for recreation, but believe that any other organization could use the publicity-getting suggestion to great advantage."—Louise M. Shadduck, *The Coeur d'Alene Press,* Coeur d'Alene, Idaho.

Playground Season—1945

(Continued from page 13)

the year. The expenses of hiring instructors and providing equipment is shared by the two sponsoring organizations. The responsibility of selecting, training, and supervising the playground directors is assumed by the Health Education Department of the public schools.

The summer program includes supervised activities at forty-seven playgrounds, most of these located at schools; ten beaches and pools, five public golf courses, a number of softball and baseball diamonds, three square dancing pavilions, and other facilities.

Individual playground programs vary, but each includes a crafts program, quiet games, organized individual and team games and contests, and group non-competitive games. Most of the playgrounds are open from 1 to 9 P. M. six days a week. Some are open on Sundays also.

The program at the beaches and pools includes instruction in swimming and diving for beginners and advanced students of all ages, and life-guard service. The Denver Chapter, American Red Cross, trains and certifies the instructors for this program. A plan of having assistant instructors ensures a continuous supply of trained instructors and life-guards.

During the summer, softball and baseball leagues, sponsored by the American Legion, the "Old-Timers Association" and various business firms, play afternoon and night games at various diamonds in community centers throughout the city.

Square dancing, a very popular form of recreation in Denver, is provided for at three centers. Special nights are set aside for teen-agers, and others for adults. These picturesque dances, with many participants wearing fanciful and colorful costumes, attract many spectators.

Organized city-wide tournaments are held in marbles, table tennis, horseshoe pitching, softball, baseball, badminton, and swimming. In addition, an all-city "Girls' Day" is held at which skits are presented, games are played, and a special effort is made to spread a spirit of friendly competition amongst youngsters from various parts of the city.

The recreation program staff furnishes umpires, leaders, and other services for the local Industrial League, composed of employees of many firms in the city. This league has a year-long program of organized competition in many sports.

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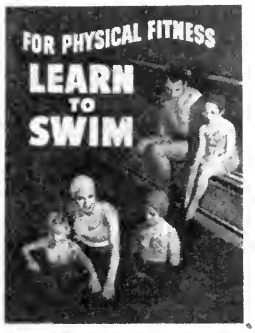

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Hundreds of Chapters of the American Red Cross, Boys' Clubs, Young Men's Christian Associations, Young Women's Christian Associations, Commercial and Municipal Swimming Pools, high schools and colleges, newspapers, radio stations, stores and national advertisers have cooperated in the promotion of Swim for Health Week campaigns.

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High point of the crafts program is an exhibit held late in August each summer at West High School. Several hundred youngsters display useful and decorative articles made from such materials as leather, wood, clay, scrap metal, and plastic. The articles exhibited are selected as typical of the more than ten thousand crafts articles made on the playgrounds during the summer. Several hundred ash trays and similar articles have been made for the Red Cross. Scrap paper collection has been a regular part of the program for two summers.

The Denver program attracts 195,000 people weekly during the summer as active participants in one or another of the wide variety of activities offered. Many thousands of others watch the league competitive games.

Now All Together

(Continued from page 23)

has been set up to one side of the stage for this dance to save time in placing it in position.) The group returns to place off stage, and the *Leader* of the next episode comes down center and announces:

Episode Four

The Russian Way of Play

In Russia they are very gay
When they gather 'round to play,
And whether many or a few,
They join in games, a dance or two,
And lift their voices up and sing
Until they make the welkin ring,
All in the spirit of good fun,
And this is somewhat how it's done:

The group runs on singing and pantomiming, *Russian Haymaking Dance,* or other suitable selection. From this they give a program as suggested:

1. Game—*One, Two, Three.* 2. *Troika:* 3. *Karkushka.* 4. *Cossack Dance.* Group runs off with joyous shouts, and the *Leader* of the next episode goes down center and announces:

Episode Five

Gift of Our Fathers

Our fathers left a rich bequest,
North and South and East and West,
Of cultures that has come to stand
For all the peoples of this land—
The songs and dances that now bind
Us All Together as one kind.

This episode is a melange of games, songs and dances from all sections of our country and representative of as many nationalities and races as desired, and is given by each group in turn in quick succession, not over a minute.

There should be included in this episode all the nationalities not in the preceding ones, as Greeks, Swedes, Italians, French, Spanish, Germans, Danish, Scotch or as many as practicable, and suitable numbers provided for them, either a song or dance. There should be, also, a Negro spiritual or other number typical of them, and a suggestion is *All God's Chillen Got Wings* or *Little David,* where there is no objection to dialect.

Suggested Program: 1. Negro group comes on singing the song assigned them and expressing the theme in rhythm or a characteristic dance. 2. Italian—Tarantelle, or a peasant dance. 3. Spanish — Fandango or similar dance. 4. Scotch — Highland Fling, or other similar kind. 5. French — Gavotte, or Pavanne. 6. Polish — Krakoviak. 7. Swedish—Klap Danzen. 8. German—Partner Dance, or like type. 9. Danish— Danish Hornpipe. 10. *All-American*—Barn Dance, or Arkansas Traveler, in which all the participants in the festival take part, or a selected number from each group.

This is *A Melting Pot* number, and should be carried out in that spirit. From the dance, all the participants form left and right of stage and sing, *Shout I Am An American.*

Fellowship then goes to center and recites:

A Pledge for Young Americans

(Others repeat each line after him, right hands raised.)

I will remember that the American people are a people of many races, religions and nationalities.

I will respect the right of my schoolmates and neighbors to enjoy the freedoms I enjoy without regard to race or creed.

I will constantly search for true facts so that I, myself, will not believe or spread rumors against any group of people.

I will work for unity and peace in my community by opposing racial and religious prejudice wherever I meet it.

(From the Junior Red Cross Bulletin for Playgrounds and Camps, 1945.)

The entire assemblage then sings, *Hymn of the United Nations,* and marches off on the last lines.

How We Improved the Playground

(Continued from page 8)

sit-down-and-do-or-watch places. A beach umbrella covers one unit. These chairs overlook the game field and form a natural division between the field and the more quiet play area near the school building. A low table encircles a tree at one side and the small benches provide another of the relaxing spots so noticeable when one first sees the yard.

Near the alley fence and not too far from the picnic table shelter is a large outdoor fireplace—an extremely suggestive arrangement for fun and frolic. Painted concrete building blocks provide the stools for the fireplace area. Along the fence the bean vines and morning glories make a pleasing background.

Flowers and Vegetables

The ground itself is covered with blacktop—a not too satisfactory covering but one of those experiments necessary before one is able to know just what is best. Consequently most of the gardening—vegetable and flower—must be done along the edges of the playground or in large white boxes set here and there over the grounds. All four of the awning shelters are surrounded by large boxes

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of flowers which give such gay color contrast to the awning stripes above them. Flowers for the cafeteria tables are cut each day.

A border has been dug around the outer end of the baseball diamond. This summer the children are using it for vegetables and flowers. In the fall the heads of one of the industries will plant shrubs. We plan to make an all-year outdoor habitat for animals.

There is a hose for outdoor shower baths, a metal pipe junglegym and ladder, and there are swings for those who prefer the perpendicular in swinging as opposed to the horizontal as in the hammock.

Twenty-four Feet of Spray

We now have a homemade outdoor shower on the side of the building overlooking the baseball diamond. A two-inch pipe, ten feet high, is attached to the wall. A horizontal pipe, closed at the outer end, is attached to this by an elbow. Three rows of holes have been drilled twenty-four inches from the end, which make a triple spray

extending for a distance of twenty-four feet. At three o'clock in the afternoon when the children get up from their sleep they put on bathing suits for water play. For forty-five minutes boys and girls run into and out of the stream and lie in the sun on the "beaches."

The playground will never be finished for there will always be something to do. The children are full of ideas and so are our patrons and community sponsors. The playground invites to play, either vigorous or quiet, either with others or alone, either active or passive. It is another kind of environment in which children have opportunities to grow.—Reprinted by permission from *Childhood Education,* September, 1945.

A Public Agency and a Private Agency Work Together

(Continued from page 25)

gathered at Neighborhood House on Friday mornings and made the trek to the playground with the Neighborhood House worker, the leader they had come to know. They soon knew another group leader, for on the playground the game period, like the craft class, was under joint leadership. These children also came to know and like a new group of young people, for those on the playground joined the group from Neighborhood House in the activities which they all enjoyed.

Other Features

Before the summer was over a pet show was organized as a joint project. And to close the playground season we planned and carried out a Neighborhood Night where children, young people, and adults participated in games, contests, and folk dances.

What happened in west end Syracuse this past summer? We feel that many children and young people were better served because two agencies recognized a common goal, accepted their respective limitations, and joined hands to do a better job than either one could have done alone. We are convinced that an intelligent job of community service can be accomplished only through cooperation and coordination, and we are ready to travel further on the road which we opened during the summer of 1945.

Wings of the World

(Continued from page 20)

ground boy would become the Co-Pilot and the best all-around girl the Co-Stewardess. A chart was tacked to the walls of the field houses on the playgrounds. It showed the children's names and gave a daily account of their activities. The children were given credit only for participation, the object of the contest being to draw those children who before had confined their activities to the softball field into dramatics, music, crafts and various other activities which make for a well rounded playground boy or girl.

Each director submitted his four highest scores to a committee of judges a few days before the Play Festival. These judges selected the sixteen best and designated the Co-Pilot and Co-Stewardess. At the close of the pageant *Cinderella,* presented on Play Festival day at Overton Park, the Superintendent of Recreation and the President of the Youth Service Council read the names of the winners from the stage on Rainbow Lake. Each child received a certificate from Chicago and Southern Airlines.

On the morning of August 29, which incidentally was clear and beautiful, sixteen excited and happy children were driven to the Municipal Airport. The huge silver plane no doubt seemed mammoth to them. The co-stewardess was dressed as an airlines stewardess—a navy blue skirt, white blouse and a little blue cap. She was busy with her job as stewardess through the whole trip. The co-pilot was slightly awed with the importance of sitting by a real pilot. The trip was made without incident but with much pleasure. The plane returned safely to its base, thus marking the end of another happy summer season on the playgrounds in Memphis, Tennessee.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, January-February 1946

A Challenge on Youth Activities (Part I), W. L. Wirth

Big Recreation Year in New York Parks

City Park Standards in New York, Robert Moses

London Parks — in Peace and War, Sir Stephen Tallents

The Maintenance Mart

Journal of Physical Education, January-February 1946

Sports Forum Experiment, Wes McVicar

Boxing in High School for Character, Max Marek

Journal of Health and Physical Education, February 1946

The Society of State Directors of Health and Physical Education, George W. Ayars

Coordinated Recreation for the Commmunity, Lt. Robert E. Link

Seven-Player Speedball, Dorothy R. Davies

Safety Education, March 1946

Swimming for Safety, Health, Fun, Howard R. De Nike

Parents' Magazine, March 1946

North Carolina Brings Music to Its Children, Adeline McCall

Beach and Pool, February 1946

Important Factors to Consider when Planning the Community Pool

Scholastic Coach, February 1946

Physical Education Can Be Fun! Stanley L. Clement

Hygeia, March 1946

Physical Fitness, Health and the Returning Servicemen, Arthur F. Byrnes

Basketball Can Be Harmful, Carrol C. Hall

National Parent-Teacher, March 1946

It's Our Job to Curb Crime, J. Edgar Hoover

Art Is for All of Us, Jean Louise Smith

Think, March 1946

Gardening as a Way of Life

The Teachers' Digest, March 1946

"I Can't Play with You No More," Sara Haardt

Journal of Health and Physical Education, March 1946

Why Play Girls' Rules in Basketball? Miriam Gray

Suggested School Health Policies (Part III)

PAMPHLETS

Girl Scouting as an Educational Movement

Girl Scout National Headquarters, 155 East 44th Street, New York 17, New York.

Suggested Recreational Program for the Disabled at a Recreation Center

Bureau of Recreation, Department of Public Welfare, Philadelphia, Pennsylvania

RIDE YOUR HOBBY with these HELPFUL BOOKS
The ESSENTIALS of
PASTEL PAINTING
by CHARLES X. CARLSON
$1.00
SIMPLIFIED DRAWING, by Charles Carlson.....$1.50
PENCIL DRAWING, by Charles Carlson..... 1.00
SIMPLIFIED ART ANATOMY, by Charles Carlson ... 1.00
FASHION ILLUSTRATION, by Charlotte Young..... 1.00
FASHION SKETCHES, by Charlotte Young..... 1.00
WATER COLOR PAINTING, by Charles Carlson..... 1.00
OIL PAINTING, by Charles Carlson..... 1.00
PRACTICAL FASHION SKETCHES, by Charlotte H. Young 1.00
CARTOONING IS A FUNNY BUSINESS, by S. B. Faier 1.00
BUSINESS OF CARTOONING, by Chuck Thorndike... 1.00
DRAWING FOR ILLUSTRATION, by Arthur Zaidenberg 1.00
PRACTICAL HOME DECORATING, by Eleanor Lee... 1.00
HOUSE OF LITTLE BOOKS
80 East 11th Street New York, N. Y.

11,000,000 Boys and Girls
The Whole Town's Talking

Associated Youth Serving Organizations, Inc., 143 East 56th Street, New York 22, New York

Teen Time

Kansas State College, Recreation Extension Service, Manhattan, Kansas

Detroit Serves Its Youth (A report of the Mayor's Advisory Committee on Youth Problems, January 1945)

Council of Social Agencies of Metropolitan Detroit, 51 West Warren, Detroit 1, Michigan. 50 cents

Plan Book—Community Sports and Recreation Activities

The Athletic Institute, 209 South State Street, Chicago 4, Illinois

Recreation Survey and Long-Range Plan for City of Portsmouth, Virginia, W. C. Batchelor

Mr. Archie G. Israel, Director of Recreation, New Market House, Portsmouth, Virginia

Recreation Survey and Long-Range Plan for Norfolk County, Virginia, W. C. Batchelor

Mr. Harry C. Paxson, Jr., Recreation Director, Norfolk County, 71 Afton Parkway, Cradock, Portsmouth, Virginia

Guide to Formation of Recreation Councils

Home Construction of Playground School Apparatus, C. M. Bedford. 25 cents

Saskatchewan Recreation Movement, 51 Canada Life Building, Regina, Saskatchewan

New Publications in the Leisure Time Field

Square Dances

By Ed Durlacher. Arranged by J. S. Browne. Mills Music, Inc., New York. $1.00.

THIS IS A COLLECTION of twelve square dances with music, calls and descriptions prepared by a master. Included with the publication is a folder of violin arrangements for the dances which supplement the piano music. Four pages of pictures illustrate the figures of the dances.

Fun with Puzzles

By Joseph Leeming. J. B. Lippincott Co., New York. $2.00.

HERE IS A BOOK OF PUZZLES best described by its table of contents which follows: Match Puzzles, Puzzles with Coins or Counters, Brain Twisters, Number Puzzles, Mathematical Puzzles, Pencil and Paper Puzzles, Cut-Out-and-Put-Together Puzzles, Anagrams and Related Word Puzzles, Word Puzzles, Miscellaneous Puzzles. The answers are separated from the puzzles by enough pages to insure against inadvertent cheating!

Working in Leather

By M. Ickis. The House of Little Books, New York. $1.00.

HERE IS A CLEAR and graphic set of rules for working in leather. From the selection of the hide to details of tooling, the directions are easy to follow and accompanied by excellent drawings illustrating the procedures. *Working in Leather* is obviously a valuable addition to any craft library.

Time on Your Hands

National Education Association. Washington, D. C. $.25.

WILLIAM VAN TIL worked with a group of associates to develop a unit for high school students on "choosing and using recreation." The result is Unit No. 3 in the Consumer Education Series, an interesting and clear analysis of the problems in using leisure time that are likely to confront high school age youngsters. Suggestions for solving the problems as individuals or as groups are no small part of the book's value. Recommended.

The Community Can Do It

Australian Broadcasting Commission, Sydney, Australia. 2/-.

A WHOLE NEW and spontaneous movement toward community planning seems to be abroad in postwar Australia. This booklet, designed to serve as a discussion guide, describes some of the outstanding examples of community organization—for health, for recreation, for the general welfare of Australians who seek in their towns and cities to find ways of bettering their abiding places. As a record of a "grass roots" program in practical democratic action this booklet is recommended.

What Can I Do Now?

Ninth District Incorporated. California Congress of Parents and Teachers, 645 A Street, San Diego, California. $.25.

THE UPTOWN COORDINATING COUNCIL of San Diego, California, initiated the making of this "handbook of answers for parents" to help parents plan the home life of their children. The chapter headings indicate the scope of the booklet. Some of them are: "Recreation in the Home," "Home Handcraft," "Hobbies for Children," "Family Celebrations and Records," "Home Responsibilities for Children." Although some of the material is concerned especially with San Diego and San Diego County, much of it is of general interest.

We Can Have Better Schools

By Maxwell S. Stewart. Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York. $.10.

THE PUBLIC AFFAIRS COMMITTEE, in No. 112 of its practical pamphlets, considers the future of our school system. The material presented is based on discussions at a round table of educators of many diverse backgrounds.

The war showed that the young people of America were not getting as much good schooling as people thought they were. The educators who took part in the conference have worked as critics on the material presented in this pamphlet which should go far in helping to work out a vigorous, forward-looking program for the school's postwar period.

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Beauty

BEAUTY ON THE PLAYGROUND and in the recreation center is always important.

Never has it been more important than in this year of war recovery.

Beauty helps to make strong the will to live—makes living seem more important.

Children and youngsters can help in making and keeping their recreation center beautiful. We are all more attached to what is beautiful, to what we have helped to make more beautiful.

Here is truly a worthwhile project for these spring days—to make the playgrounds and recreation centers, each and every one, more beautiful for gracious living.

Surely we should make our play and recreation spaces as attractive as is consistent with real and full use.

* * *

One is always deeply touched by the way in which generation after generation has worked to make the great cathedrals of the world beautiful, and yet most of them are not finished—perhaps never will be finished. Should we not have something of the same feeling toward our neighborhoods, when after all very much of our thinking and our worship is done right in the home environment?

In the same way can we not spend much more time on making our homes and their surroundings attractive? Much of our leisure will be spent at home. There is not time to get away long distances on the short winter evenings, and because so many hours of our life are to be spent in the home neighborhood, is it not clear that we should devote time to making the surroundings increasingly attractive and conducive to gracious and delightful daily living?

* * *

It is important, since so many hours are spent in business and industry, to do all we can to make our buildings in which the work of the world is carried on as beautiful as possible, both inside and outside.

Of course no building is truly beautiful which is not adapted to its purpose, but is it not reasonable to give more and more time to working out simple ways of making the surroundings in which we spend our working hours as attractive as possible?

Many times the cost will not be greater. Frequently all that is needed is that someone shall care and shall give the necessary time to thinking and planning.

HOWARD BRAUCHER

May

Acme Photo

The Veteran as Leader

By Lieutenant MONTE MELAMED, TC, AUS

THERE IS NOW AVAILABLE among returning veterans one of the greatest potential sources of leadership for camp counselors. A great many veterans will return with new experiences in leadership and with varied skills which will enable them to make a wholesome contribution to the camping program. The great majority of servicemen will return home in good health, well trained and disciplined and far better equipped for group living than before they went into service.

As a result of their military experience they will have acquired a deep sense of loyalty. They have had demonstrated to them repeatedly by word and action the value of loyalty to the leader and to the organization or outfit to which they belong. This quality can be readily transferred to the camp or institution as an intangible but invaluable asset if camp directors will make the necessary effort to establish the proper relationship. Many servicemen, also, will return from their units with a pride of cooperative achievement. Their presence in camps as counselors will serve to infuse others with this new enthusiasm and spirit of cooperation in group living.

A Source of New Activities

In selecting prospective counselors, camp directors should, in addition to the basic leadership qualifications, seek out those veterans who have visited new and interesting places, been in foreign countries, in order to bring to their camping program new activities, valuable experiences and a wealth of first-hand knowledge of the folkways of the four corners of the earth. There will also be a large group of veterans who will bring with them a vast knowledge of technical skill in radio, radar, map reading, celestial navigation, construction and the like, which they have acquired in various service schools and in the field. It will be possible for the camp director to convert or transfer this knowledge and skill to activities suitable for the physical environment of camp and the age level of the campers. Camps should be prepared to meet the program requests on the part of veterans for materials to construct model landing fields, model planes, boats, ships or tanks or miniature plans for buildings or super-highways.

Many veterans, once stationed on some island in the Pacific, or along some seashore, have become skilled in shellcraft and jewelry making. Camp programs should, therefore, be geared to help returning servicemen make the most of these newly acquired skills and aptitudes.

The Army's broad program of information, education and orientation has versed and trained many in the technique of organizing and leading discussions and forums—another activity which can be readily integrated into the summer camp program.

Sources of Leadership

This year there will be many veterans returning to school to complete their education. The far-sighted and generous provisions of the Federal and State governments through the GI Bill of Rights, which provides for the continued schooling of our servicemen and women, makes the high schools, technical and vocational schools, colleges and universities one of the best potential sources of camp leadership. Veterans should be solicited through personal contacts or through newspaper ads, brochures, professional publications, and invited to participate in the summer camping programs of both private and institutional camps.

The United States Employment Service of the War Manpower Commission still continues to be an excellent medium through which to reach prospective counselors. Camp directors will find any of the following veteran agencies, too, helpful and cooperative in filling jobs for which they may wish to use returning servicemen:

Regional Offices of the Veterans' Administration
Veterans' Personnel Divisions of the Selective Service System
Veterans' Service Centers
Federation Employment Services
State Boards of Vocational Education

Utilizing the Army Qualification Separation Record

One of the most helpful books available to camp directors in selecting veterans as camp counselors is the Army Qualification Separation Record, commonly known as Form 100. The primary objective

of Form 100 is to provide the business world with a record of current qualifications useful in converting the soldier's military and pre-military experience to civilian fields of work. It was also designed to serve as an introduction to prospective employers or to anyone with whom the veteran may have occasion to deal. Form 100 shows civilian and military education and training, civilian and military job experience, and complete Army job assignments with descriptions of the duties of each assignment. For the man or woman who may wish to make use of the service-learned skills, conversions are made from military jobs to related civilian work and so recorded on Form 100. Fortunately, all branches of the Army—the Army Ground Forces, the Army Service Forces, and Army Air Forces—use Form 100. The Navy uses a similar form.

Three frequently used volumes, designed and prepared specifically to assist those concerned with the problem of placing returning veterans in civilian jobs are: *Special Aids for Placing Army Enlisted Personnel in Civilian Jobs, Special Aids for Placing Navy Personnel in Civilian Jobs,* and *Dictionary of Occupational Titles.** Camp directors and employers will do well, before interviewing prospective counselors to familiarize themselves thoroughly with the terms and code numbers of the *Dictionary of Occupational Titles* as these occupational titles and codes are used by the Army, Navy, USES, and many other agencies. The entire experience of the serviceman and woman will be shown on the records according to the *Dictionary* terminology, and it will therefore be advantageous and more efficient for the director or interviewer to understand the standard occupational terminology. On the basis of these records, supplemented by personal interviews and letters of reference, the camp director should be fairly able to evaluate the veteran's potentialities and success as a leader and camp counselor.

Unfortunately, no technical courses in the field of social work or camping have been prepared by the United States Armed Forces Institute for members of the Armed Forces which could likewise guide camp directors in their evaluation and selection of counselors.

There will be a great many men, officers and enlisted men, who will be leaving the service as first sergeants, master sergeants, lieutenants, captains and majors. Their potential leadership was early recognized by the Army and the majority of them demonstrated technical skill, initiative, resourcefulness and great ability in military organization and administration. Why can't camp directors tap this source of mature, purposeful and enriched leadership and channel it into a more humane endeavor, such as camping?

Some Special Difficulties

Although the great majority of servicemen are coming home better than ever after their experiences, some men will have special difficulties, either because they could not adjust themselves to military life or because they have been wounded in mind or body under fire. Camp directors will have to be prepared to sift out those whose battle experiences have shaken them so profoundly that they find it hard to slip back into everyday life, let alone a life of working and living with children in camps. However, in fairness to those returning veterans, especially those who were discharged under the Army's old Section VIII, it is important to bear in mind that many cases of psychoneurosis, psychopathic personality, or even inconspicuous psychosis, could ordinarily get along in civilian life without suspicion. In the Army, however, since there is no compromise, a man is either fit for duty or he is hospitalized. The vast majority of psychiatric cases in the Army would not be admitted to a hospital in civilian life. There is no justification whatsoever for stigmatizing a man discharged or rejected for psychoneurosis simply because he could not stand up under the rigors of military life.

"The successful employment of veterans and their readjustment to civilian life is the responsibility, at least in part, of social agencies . . . ," says Lieutenant Monte Melamed who is at present assigned to the Intelligence and Security Division of the New York City Port of Embarkation. His suggestions for using returned veterans as camp counselors are particularly apt just at this time. They are also applicable to other fields of organized recreation, and are based on experiences both with servicemen and with civilian social agencies before World War II.

Another delicate task of the camp director will be that of placing the large group of high-ranking young officers who have won responsible positions in the Army, but have had little or no experience in civilian industry, business or human relations to fit them for immediate jobs of equal responsibility.

(Continued on page 107)

*All three publications available at the Government Printing Office, Washington, D. C., at a slight cost.

To Honor Joseph Lee

This year Joseph Lee Day will come on Friday, July 26. From letters, newspaper articles, reports, programs, advance publicity notices we have gathered together some part of the story of what the playgrounds did in 1945 to honor Joseph Lee. This is, of course, not the whole story, but it does give some idea of the variety of ways chosen last year for the celebration of this special day in the playground season.

JULY, 1945. There's an unusual bustle on playgrounds across the country. There's an extra excitement in the air, an extra song on the lips. Small hands are specially busy at craft tables. Small heads are bent in concentration over copies of the play. Serious eyes watch the conductor's stick as young voices try to give the best possible interpretation to the song they are learning. Children and leaders alike are interested and eager and alert. The playgrounds are getting ready to honor Joseph Lee.

There was no plan for the day common to all playgrounds. Each group dipped into the pot of its own summer program, its own facilities, its own ingenuity for the elements to make up its celebration of the day. But one thing they all had in common—good will and the need to present their best in honor of the man whose tireless imagination and undiscourageable energy had brought playgrounds into being.

Look now, for a few moments, at the records of what was done in 1945 in memory of Joseph Lee, and of the work that he accomplished.

Report from
Leonard McConnell
Muskegon Heights, Michigan. Population 16,047. One playground.

"We celebrated Joseph Lee Day, Tuesday, July 31, with many events and special activities. Over 100 children of all ages participated in our activities. . . . In addition to our activities we tried to emphasize the real contribution of Joseph Lee to the recreation movement. . . ." The program read

"Citizens' Recreation Association
Tuesday, July 31st is Celebrating
Joseph Lee Day
Let's Have Lots of Fun!
SCHEDULE OF ACTIVITIES

1:00 P.M.	Novelty Races
2:00 P.M.	Girls vs. Boys in Volley Ball
2:30-5:00 P.M.	Organized Games
5:30 P.M.	Girls Softball Game."

Letter from
Mrs. Harold Dutton
Fairhaven, Mass.
Population 10,938.
Three playgrounds.

"Observed not Joseph Lee *Day* but Joseph Lee *Week*, giving special attention each day to sketches of his life. Framed the photo (sent by the Association many years ago) and used it daily during story hours."

Letter from
William K. Amo
Orange, Texas.
Population 7,472.
Four playgrounds.

"The celebration (of Joseph Lee Day) began on Thursday night, July 26th, with the Tri-City Youth Fun Night. On the following day special events were conducted on the twelve city playgrounds. . . .

"Seven organized youth councils from Beaumont, Port Arthur and Orange took part in the first annual Fun Night. Nearly 500 teen-age boys and girls enjoyed the festival which did much to promote good fellowship among the young people in this Sabine-Neches area.

"Skits depicting activities and organization titles were given by the groups. Informal games, dancing and refreshments comprised the remainder of the evening. I welcomed the youngsters and spoke briefly on Joseph Lee and the public recreation movement.

"Two huge birthday cakes appropriately inscribed 'Joseph Lee Day' were served along with the punch. The auditorium of the community center and the lounge where the refreshments were served were beautifully decorated in a patriotic scheme. Several models and pictures of the Joseph Lee Liberty Ship were on display at the registration tables along with the pictures of Mr. Lee sent by N.R.A. that arrived just in time for the big event. Everyone had a 'swell' time."

Newspaper story
Albany, California.
Population 11,493.
Ten playgrounds.

"Proclamations calling for observance by the community for the week of July 23 through 29 by Governor Earl Warren and Albany's Mayor R. F. Cleary and civic sponsorship by the Albany Recreation Department focus public attention on the objectives and conduct of recreation as a living tribute to Joseph Lee.

"Special programs are being carried on at the various playgrounds throughout the week and Mayor Cleary has urged Albany citizens to visit their neighborhood playground during the week.

"Albany's special events will include: Monday, Boys and Girls tumbling. Tuesday, Boys Softball game. Wednesday, Boys Ping-pong tournament. Thursday, Girls' Softball game, Boys' Softball game, and Moving Pictures. Friday, Boys' Softball game, picnic lunches, stories, and low organized games, Memorial and Terrace parks."

Recreation Department Bulletin
Jacksonville, Florida.
Population 173,065.
Twenty-one playgrounds.

"Joseph Lee Day is conducted annually by the Jacksonville Department of Public Recreation to honor the memory of a builder of the playground movement in America. Joseph Lee believed in the boys and girls of this country so strongly that he gave a third of a million dollars to foster the play movement in this country and twenty-seven years of service to the National Recreation Association.

Program

3:00 P.M. to 8:00 P.M. **Handcraft Exhibit**—Exhibits divided in five divisions: Crayonex work, Woodcraft, Papercraft, Needlework and Miscellaneous. Competitors divided into two classes, Midget and Junior-Senior. First three in each class of each division will receive ribbon awards. Each exhibit must have name, address, playground represented and class of exhibitor attached to each article.

3:00 P.M. **Glider Contest**—Hand launched, Class B. No age limits in this event. Winner receives model kit and ribbon award. Second and third places win ribbon awards.

3:00 P.M. **Midget Boys' Paddle Tennis Tournament**—Singles. All matches one set. Winner and runner-up receive ribbon awards.

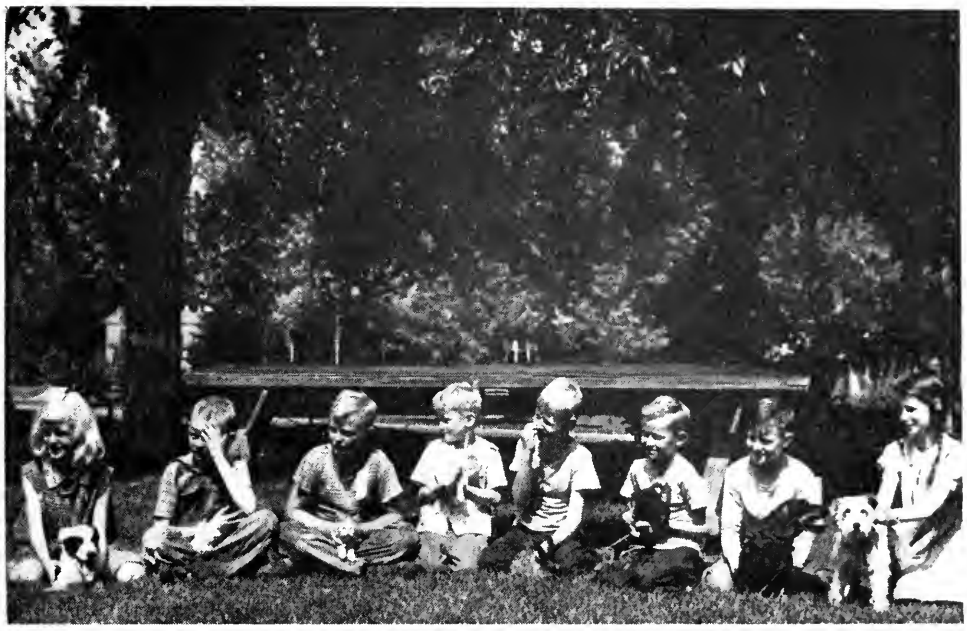
4:00 P.M. **Model Parachute Contest**—Events in this contest will be Workmanship, Accuracy and Time. Canopy of parachutes may not exceed 3 inches in diameter. First three in each event will receive ribbon awards. No age limits.

4:00 P.M. **Midget Girls' Hopscotch Tournament**—First three receive ribbon awards.

4:00 P.M. **Junior-Senior Girls' Dodge Ball Tournament**—Six girls to a team. Matches played in circle on a time basis. Winning and runner-up teams receive ribbon awards.

Photo by E. A. Bourdon *Courtesy Parks and Recreation Dept., Houston, Texas*

JOSEPH LEE DAY



Denver, Colorado

1945

MAY 1946

JOSEPH LEE DAY

Photo by E. A. Bourdon

Houston, Texas

Photo by E. A. Bourdon

1945

Photo by E. A. Bourdon *Courtesy Parks and Recreation Dept., Houston, Texas*

4:00 P.M. **Midget Boys' Cork Ball Tournament**—Two boys to a team. Three inning games. If one team gets an advantage of five runs in equal number of innings in any match, excepting in semi-final or final, match is automatically ended. Winning and runner-up teams received ribbons.

5:00 P.M. **Midget Girls' Paddle Tennis Tournament** — Singles. All matches one set. Winner and runner-up receive ribbon awards.

5:00 P.M. **Midget Boys' Softball Field Events** — Events will be: Outfield Throw for Distance; Fungo Batting for Distance; Catcher's Throw for Accuracy; and Circling Bases. Each contestant will be allowed three trials except in circling bases. First three in each event receive ribbon awards.

5:00 P.M. **Junior-Senior Boys' Cork Ball Tournament**—Two boys to a team. Three-inning games. If one team gets advantage of five runs in equal number of innings in any match, excepting semi-final or final, match is automatically ended. Winning and runner-up teams receive ribbon awards.

5:00 P.M. **Junior-Senior Girls' Bound Ball Tournament**—Six girls to a team. All matches 15 points. Matches played on volley ball court. Winning and runner-up teams receive ribbon awards.

6:00 P.M. **Junior-Senior Boys' Softball Field Events** —Events on program: Outfield Throw for Distance; Fungo Batting for Distance; Catcher's Throw for Accuracy; and Circling Bases. Each contestant will be allowed three trials except in circling the bases. First three in each event receive ribbon awards.

6:00 P.M. **Junior-Senior Girls' Paddle Tennis Tournament**—Singles. All matches one set. Winner and runner-up receive ribbon awards.

6:00 P.M. **Midget Girls' Dodge Ball Tournament**—Six girls to a team. Matches played in circle on time basis. Winning and runner-up teams receive ribbon awards.

7:00 P.M. **Junior-Senior Boys' Paddle Tennis Tournament**—Singles. All matches one set. Winner and runner-up receive ribbon awards.

8:00 P.M. **Open Horseshoe Pitching Tournament**—No age limits. All matches 11 points until semi-final and finals. Winner and runner-up receive ribbon awards.

8:00 P.M. **Dancing.**

9:00 P.M. **Motion Pictures**—Baseball film entitled "Inside Baseball." Film furnished, compliments of American Baseball League.

Report from
Wm. H. Anderson, Jr.
Denver, Colorado.
Population 322,412.
Forty-seven playgrounds.

"Thousands of children at Denver's forty-seven organized recreation centers marched in parades through near-by residential and business districts as the opening event in a city-wide celebration of Joseph Lee Day, July 27, 1945.

"Banners and signs, made earlier by the children and carried in the parades, called attention to the reason for the parades—a celebration in honor of the man members of the National Recreation Association recognize as the founder of organized recreation in the United States.

(Continued on page 106)

This Day Is Ours

A Program for Joseph Lee Day

By MARY LOWE SMITH
Frederick, Maryland

MUSIC: (Sung by entire cast behind the scenes) *America the Beautiful* — softly behind narrator's words.

NARRATOR: Today in all parts of North America the spirit of childhood touches the heart of the nations.

Today our flag flies proudly proclaiming freedom to all.

What's a flag? What's the love of country for which it stands? Maybe it begins with the love of the land itself. It is the fog rolling through the Golden Gate and among the towers of San Francisco. It is the sun coming up behind the White Mountains and over the Green, throwing a glory around Lake Champlain, above the Adirondacks. It is the lazy Mississippi gathering speed and mud past the levees of New Orleans. It is the lazy noontide on Western prairies. It is the Grand Canyon and a little stream coming out of a New England ridge. It is men at work, the small things remembered, the little corners of land, the houses, the people that each one loves.

The land and the people and the flag, a symbol of freedom for all humanity.

MUSIC: *America the Beautiful*—come up strong and finish.

MUSIC: *Farmer in the Dell* and *London Bridge* played or sung softly under narrator's lines.

NARRATOR: Today is ours. Today, in songs, in games, in dances and the spoken word millions are enjoying the rich heritage of our lands. Today, we play, in appreciation of that priceless possession. Today — here — we play to commemorate the life and work of Joseph Lee, great American, father of American playgrounds, apostle of joy through play.

This Day is Ours. This day is ours because Joseph Lee made it so

MUSIC: Up and out.

NARRATOR: Today Peace spreads her quiet influence over the continent of North America—over Canada and Central America and our own beloved United States.

(As the NARRATOR is speaking the attendants to PEACE enter. They are six. Two are from Canada, two are from Mexico, two are from the United States. Their costumes suggest the country of their origin. They dance. As the dance ends PEACE enters.)

ATTENDANTS: (Kneeling for Choral Reading)

Hail Peace!
We of North America welcome you
Stay ever with us
Be our guide
Lead us on through life.

PEACE:

Here in this peaceful place
I heed your plea
For peace and joy, and while you play
I take my place with you today.

MUSIC: State Song—sung while attendants escort PEACE to her platform.

MUSIC: Out

NARRATOR: The destiny of our nations marches forward on the feet of youth. See, the boys and girls of North America come to greet you, Fair Peace.

MUSIC: Children march down a center and two side aisles from rear of audience singing *Marching Along Together*. As they reach the "stage" they separate into three groups—Canada, Central America, United States.

NARRATOR: Now, playmates, it is time for play. (To New England group.) Where do you come from?

GROUP SPOKESMAN: We come from stern New England's shore to dance for Peace, a dance of old New England.

MUSIC: *Rig-a-Jig-Jig.*

(The group dances "Into the Kitchen Take a Peek" for which the calls follow:)

Into the kitchen take a peek

Miss Smith wrote the program on these pages for the celebration of Joseph Lee Day 1945 on the playgrounds of Frederick, Maryland. It is through Miss Smith's permission that the program has been adapted for general use and is published here.

The games, the songs and dances suggested as part of the program may be varied to suit the general program of any playground.

Back in the center swing your sweet.
Into the kitchen peek once more,
Back in the center swing all four.
Right and left to the kitchen, take a peek
Back in the center swing your sweet.
Into the kitchen peek once more
Back in the center and swing all four.
Right and left to all places
Allemande left and promenade all.

(Applause as group dances back to place)

NARRATOR: (To Tumbling Team) Boys and girls so sturdy and strong, what part of the country do you come from?

GROUP SPOKESMAN: From the Middle Atlantic states—halfway between New England and the balmy South.

NARRATOR: What do you bring to Peace?

GROUP SPOKESMAN: A tumbling act to show our strength.

MUSIC: (Tumbling music holding during the act after which the tumbling team goes back to its place.)

NARRATOR: And who are these so gayly dressed?

MEXICAN SPOKESMAN: We are your southern neighbors from Mexico down below the Rio Grande.

NARRATOR: A strange and beautiful country! Tell me do you have fun in your land?

MEXICAN SPOKESMAN: Listen and watch. We'll show you our land, our music and our dances.

MEXICAN GROUP: (Choral Reading) Below the winding Rio Grande, there lies the "Land of Contrasts" the great horn country—ancient and new and quaint. There in the ages past the Aztec and Mayan built a great maize civilization. There they lived and played and developed the first American culture. Below the lazy Rio Grande, the Tierra Caliente lies, the beautiful hot and steaming lands. There the bright foliage of the orange, lemon and banana tree gleams in the tropical sun. There fields may teem with waving sugar cane, heavy-headed rice or snowy cotton.

Below the sluggish Rio Grande lies the valley plateau—the Tierra Templada. It stretches out long and deep, and its fields, towns, cities are busy—busy with work of many men. There lives the Indian of Aztec origin, the Spanish grandee and the Mestizo. There they plant the maize, cultivate it and eat of its plentiful harvest. There most of the work is done.

Below the slow Rio Grande they travel on foot, by burro, by trains. There the trails do not run north and south, but rather up and down. Over the roads and trails on Market Day go Indians and Mestizos laden with wares of pottery, crafts, vegetables and toys, piled high on their shoulders or packed tight on tiny burros. At market they busy themselves with their bargaining and selling while chatting cheerily with their friends.

Below the slow Rio Grande, beauty and flowers and music come first in the lives of the people. They sing and dance at fiestas and ignore the rest of the world.

(The group does a dance of Mexican origin, and group returns to place.)

CANADIAN SPOKESMAN: In my country, too, we do many things that make life pleasant for the people.

NARRATOR: What is your country?

CANADIAN SPOKESMAN: We are your northern neighbors—Canadians.

NARRATOR: Will you, too, tell us about your country?

CANADIAN SPOKESMAN: We are of two nationalities. Many of our ancestors came from France and many from England. Our group represents both English and French.

ENGLISH GROUP: We will play an old English game called Red Rover.

(Two lines are drawn about 60 feet apart. The players stand behind one line, while the "It" stands in the center and calls:

"Red Rover, Red Rover,
Come over, come over!"

The players run to the other side. Those caught go into the center to help the "It." The last player caught will start the next game.)

AMERICAN BOYS AND GIRLS: We play that.

ENGLISH SPOKESMAN: You see we are not so very different from you. Come François, what have you to offer from the French of Canada.

FRENCH SPOKESMAN: In Quebec you may hear the shouts of happy children all day long from village greens and meadows. We like to Waltz on the Green like this:

MUSIC: The Waltz

Inside the window a waltz tune is playing
Gayly as flowers, the dancers are swaying.
Mirrors of crystal their steps are displaying,
Moving in time to the waltz that comes from France.

Outside the window the forest is sleeping
Out of the shadows the wild deer are peeping,
Up to the window a young fawn is creeping,
Lured by the tune of the waltz that comes from France.

(Continued on page 101)

Recreation, Decatur and Radio

By MARY GRAHAM ANDREWS
Decatur, Illinois

LAST SUMMER, the Public Recreation Department of Decatur, Illinois, conducted a series of radio broadcasts. Station WSOY, Decatur, sponsored the series as a public service.

The Department felt the series was important from three points of view.

Recreation activity unifies. America should develop and maintain the finest recreation system in the world if America is to be a unified nation. The best recreation system should be tax-supported and democratic. Recreation leaders, recreation guidance, and recreation facilities should be easily available to all.

Recreation programs with emphasis on individual participation and personal responsibility are needed for the moral reconditioning of the world. Recreational education and practices must begin at the bottom, with the very young, to attain such an objective.

Nearly everyone listens to the radio. Radio can be used to develop the best recreation system. Recreation leaders need to understand the medium of radio. They should learn how to use the air waves to publicize the potential power of recreation.

This article plans to present the background, the planning, the function and the script features of this series entitled *Your Recreation Reporter,* which showed the activities of, by and from the city playgrounds of Decatur. We hope that this statement will help other communities interested in radio publicity.

Background

Station WSOY had been carrying a program called *Your School Reporter* of which a former program director of the station wrote, "This fifteen minute program, was an experiment in radio. Its aim was to build up locally a program for youngsters along lines other than a thriller. The questions, 'Can the thriller be replaced by a good program and still satisfy the child? Will he listen?' have been answered. The enthusiasm for *Your School Reporter* was surprising and we are looking ahead eagerly to continuing it."

When the city schools closed for summer vacation the time designated for *Your School Reporter* was transferred to the Public Recreation Department and the title of the program was changed to *Your Recreation Reporter.* The director of public relations for the city schools had collected the news, acted as script writer and editor for the school broadcasts. She was secured to carry on the same duties for the playground broadcasts.

Station WSOY carried this series of thirty-two quarter-hour programs as a program "in the public interest." The station furnished a staff member who broadcast as the "recreation reporter." The broadcasts were given each Monday, Wednesday and Friday at 4:45 P. M. When school opened in the fall *Your Recreation Reporter* again became *Your School Reporter.*

Scope

The question arose as to whether the programs were to be promotional, educational or entertaining. A decision was reached to use the news format and to aim for balance. The broadcasts were designed primarily for youngsters, although every type of audience was to be given consideration. A balance between events of transient importance and those that are of permanent interest was planned. Various publics, different ages were to be reached at different times but always for the same reasons. Sound recreation philosophy, information about recreation, inspiration and entertainment were to be presented in such a way as to develop good human relationships. Of course, the listening audience was limited to the area of the local station.

Organization

The public relations director of the Recreation Department was in charge of the broadcasts. Each supervisor was responsible for his field. Each playground director handled the publicity of his playground. Radio materials were sent or brought to the Recreation Office. The public relations director considered all playgrounds as her "beat" and covered them whenever possible to gather news.

Promotion

No matter how fine the script is, how well the program cast, it is all wasted time unless a good listening audience has been promoted. A broadcast

More and more recreation departments are using radio as a means of telling their stories to the public. There is, probably, no better medium for public relations than radio provided it is used with care and intelligence and planning. Such use was made of it last summer by the Decatur, Illinois, Recreation Department. The description on these pages may serve as another pattern for publicity in radio to other departments.

is only effective if it is heard. This being true, the broadcasts were planned with this question in mind, "How can we promote a listening audience?" Naturally, the children were the springboard both for news and to promote listening. Children radio reporters, cartoon sheets, contests, the naming of winning teams, awards all stimulated a listening audience.

Promotional work was done at the annual recreation institute, at the weekly institute and by newspaper notices. Much was done by word of mouth and by the use of the telephone.

Script Features

Hats Off. One feature was "Hats Off" presented with musical fanfare. Each of these programs was planned to point out a community contribution. The tributes were timed with the events. The people to be mentioned were notified. This kind of script proved an important promotional feature. It was different. Good will was built not only by pointing out the services of the Recreation Department but by showing appreciation for the work that individuals and groups were doing for the Recreation Department. "Your-Recreation Department-thanks-you," was the spirit.

Here are two very different examples taken from the original "Hats Off" scripts.

"And now it's time for 'Hats Off.' Today, we salute the Lions Club for its very fine contribution to our city recreation.

"At noon today at the Lions regular luncheon held at the Decatur Club, Mr. Lester J. Grant, president of the Lions Club, presented a $2,500 check to Mr. Horace B. Garman, president of the Playground and Recreation Board of Decatur. This substantial amount was raised this year by such activities as rummage sales, gum machines, a magician's show, and the Hippodrome Thrill Circus."

Each Monday the "Hats Off" salute went to the winners of the city-wide inter-playground tournament. One such tribute went as follows:

"'Hats Off' today goes to the winners of the first city-wide tournament in hop-scotch. They are Doris Lienau of Torrence Playground, first place winner; Helen Ross, Garfield Playground, second place winner; and Lena Crawford, Hess Playground, took third place. These girls were all in the junior division.

"The midget group winners are: first place, Marjorie Tucker, Hess Playground. Second place, Roselyn Thomas, Garfield Playground. Third place, Marilyn Brink, Johns Hill Playground. But we tip our hats again and graciously to Roselyn Thomas, who is just twelve years old. When she was informed that those who were second only earned points for their playground and no prize, Roselyn said, 'Oh! Miss Morthland, that's all right! I don't care whether I get a prize or not. I play for the sake of the game.'"

Yesterday's Recreation in Decatur. Various publics of different ages were reached through the radio feature, "Yesterday's Recreation in Decatur." It was a part of each broadcast. The history of recreation in Decatur had already been compiled. The highlights were chosen from this record so that a bird's-eye view of the entire history could be told in thirty broadcasts. This was a favorite feature because the information could not be obtained in books or the daily newspaper. Besides, it brought out the names of the many persons and groups who had contributed to the development of recreation in their own city.

Here are three brief examples. "And now for 'Yesterday's Recreation in Decatur.' The double century bicycle ride was the talk of the town in 1895—." (Then the event was described.)

"At the beginning of the 20th Century, early recreation developments began. The teachers became interested and brought Dr. Luther H. Gulick, a famous playground authority, who was Secretary of the National Playground Association, to Decatur to talk on organized play. 'Organized play is a new phase of a new era,' was a pertinent remark made by Dr. Gulick, showing the play trend of the time. A study of play was made by the city school teachers. It was even recommended that a small tract of land be set apart for the use of the children for play!"

"The Story of Decatur Recreation in 1937. An outstanding milestone in the history of Decatur Public Recreation had been reached. The Playground and Recreation Board was created to become a part of the local government and to use tax

funds to administer public recreation. Highlights of this year were:

"The Park Board, the Board of Education, the City Council, the Works Progress Administration, and the National Youth Administration spent many thousands of dollars for leadership, maintenance, improvement, and additional facilities.

"Progressive game parties won Decatur national recognition.

"Dramatization of the Northwest Territory drew a crowd of 9,000 in Nelson Park.

"Donkey softball games, archery, the Gypsy Round Up, a Halloween Parade, the Christmas Village—a highly diversified program began to make national recreation history for Decatur."

City Park Reservations. Another feature was the announcing of the picnic and family reunion reservations for the pavilions in the city parks. This feature ended with the saying, "The family which plays together, stays together." Information on the recreation department picnic services was also given, with the invitation to use them.

Day Camp Radio Reporters. The Department of Recreation conducts a day camp at Spitler Woods State Park. It is sponsored by the Lions Club of the city. On the daily camp program there was a "Rocking Chair Emma" period. This was a time for relaxing. Among the quiet activities listed was the writing of radio news. These youthful day campers sent in news daily about their experiences. This kept camping experiences and nature lore before the public three times each week. Stories of seeing a snake climb a tree, watching the antics of a bluebird and four wild canaries can make this kind of news fresh and vivid. The very young people at this camp were becoming recreation conscious. This is one of their original reports: "Gee! It's fun to camp. Everyone should do it. I sure was proud when I found five snails, some wild roses, and the May apples. My toes just love to wade in the creek."

It took just fifteen seconds to broadcast that report. You can do four a minute.

Recreation Department News. Each Monday an overview of the week's activities planned for the city playgrounds was broadcast so parents might know what their children were to do. This included the inter-playground, the city-wide activities and the local playground activities such as tournaments, day camp schedule, handcraft assignments, folk dancing, storytelling.

What's News at the City Recreation Department? Another correlated feature was "What's News at the City Recreation Department?" This included softball and baseball schedules, tennis schedules, dates for band concerts, square dances, and the titles and dates for the movies. Special events at certain playgrounds were also included.

Feature Stories. There was, too, the succession of the big events of the summer playground program to be properly timed, built up and put over at the right moment. These were labeled "Our Feature Stories." They included Flag Day, Community Sings, Fourth of July Celebrations, Storytelling Contests, Come and See Nights, City-wide Handcraft Exhibit, the Lantern Parade, the Float Contest, the Rhythm Bands, Song Contest, the Playground Rodeo, the all-playground gathering of the year and the city-wide final program.

Special Occasion

The one occasion on which the usual news broadcast was changed was Joseph Lee Day. On this broadcast, the winners in the city-wide story contest and Mr. R. Wayne Gill, superintendent of the Public Recreation Department discussed the life and philosophy of Joseph Lee. The winners in the city-wide song contest furnished the music.

Other News Sources

Pet shows, doll parades, hobbies, handcraft work, Junior Red Cross work, bond and stamp selling, social activities, out-of-town visitors, human interest stories, junior leaders, camping reunions, recreation bulletins, tennis news, Roger Hornsby's baseball school, adult recreation clubs, canceled games, industrial picnics, new equipment and dedications, all came in for their share of good news to broadcast.

Of course every broadcast contained a few seconds of humor. This feature was titled "A Story with a Grin." A part of each broadcast was radio news sent in or told by boys and girls participating in activities on the playgrounds.

So you see how the pool of information was formed. News items were selected from the pool and reworded for the understanding of different age levels—the tots, the midget group, the junior group, young men and women, adults and old folk.

Anything which makes a good news story can be written into good radio script. It is not always easy to write a news release for radio use. It must be written so the listener is entertained as well as

(Continued on page 105)

"Around the Clock in Song"

York, Pennsylvania, Celebrates Music Week

By LEAH G. FUDEM

MUSIC WEEK in York, Pennsylvania, in 1945 was an overwhelming success. That is now a matter of local history.

The one reason behind this success—and it was obvious from the beginning — was cooperation. From the naming of the Music Week committee, with its representatives from the schools, churches, industrial plants, musical and civic organizations—in fact, any group of individuals not merely with a background of music but with an interest in music—the observance was a real community event.

The mayor and council cooperated. The schools cooperated. The churches and factories, the newspapers and radio stations all cooperated. In fact, everyone cooperated.

Backgrounds

York is a city of 75,000 people. It houses over 250 industrial concerns, seventy-five of them the largest of their kind in the world. The celebration of National Music Week began there twenty years ago, in a small way and under the banner of a group of volunteer citizens. As they worked out those first annual programs interest in the event grew. Many of the industrial plants developed choruses, orchestras and bands. In time the interest became community-wide and the Department of Recreation took over the presentation of the Music Week program.

Today York has a symphony orchestra, many bands and choruses, over eighty churches with fine choirs. Music, in fact, plays a very large part in the lives of the people of York and Music Week is one expression of that importance in which everyone takes pride.

Every detail of Music Week was widely publicized, beginning with the theme of the observance, Music for Morale. Realizing the importance of publicity in the success of the Week, the responsibility was placed in the hands of a single person, the superintendent of the York Recreation Commission which yearly sponsors the observance of Music Week.

The Recreation Department began by visiting the editors of both local newspapers, requesting that an experienced person on the staff of each be placed in charge of all Music Week publicity. As a result more than fifty news stories were published between April 16, when the first appeared on the theme, to May 12, the final day of Music Week.

Procedure

Because of the enthusiasm aroused throughout the city by the committee, the celebration actually began on the first of May and continued to the middle of the month. Letters were sent early to every organization or group that might possibly wish to take part and by the middle of April dates from May 1 to May 12 were listed with the committee.

By this time the committee was divided into subcommittees, with members listed under such subheadings as pageant, church, school, downtown, clubs and community participation, Kiwanis concert, publicity, advertising, posters and tickets.

The pageant subcommittee was headed by the conductor of the York Symphony Orchestra, and included well-known music leaders of the city, several music teachers, the schools' music supervisor and the president of the Matinee Musical Club. Other subcommittees were as well selected from other leaders.

The second biggest event of the Week was the Kiwanis Boys' Band concert, which was presented Tuesday with a guest conductor and a soprano soloist. Other outstanding events were church choir concerts, hymn

(Continued on page 108)

The first week in May has come to be synonymous with Music Week in many communities throughout the United States. It is celebrated in many ways by many community groups according to their several interests and facilities. In York, Pennsylvania, Music Week is an occasion looked forward to by the whole town as a highlight in the year. Sponsored by the Recreation Department, the festivities in honor of music are the cooperative achievement of industrial and community groups and of individuals.

What They Say About Recreation

"IF I HAD TO WRITE a motto over the portals of leisure, I would do it in three words—skill, creation, beauty—and I would call the whole house the House of Joy."—*L. P. Jacks.*

"The significance of our free-time activities is that almost inevitably they place us in a sharing mood. . . . And as we learn to be companion, we tend to grow the habit of wishing others the happiness we ourselves enjoy."—*H. A. Overstreet.*

"Those who have the curiosity to observe the conduct of great men in their private actions have found that they are distinguished as well in their recreations as in their business." — *Jacques Ozanam,* 1708.

"Those who ride a hobby will never cease growing, for they will not only become interesting persons themselves, but the world in which they live will always be one eternal surprise." — *Zelah Heinbaugh.*

"Hobbies of one kind or another seem to bear a close relationship to good personal adjustment under normal life conditions. . . . The person with a hobby stands a good chance of having fun as he goes along, and some kind of fun is essential to mental health."—*Bess Cunningham.*

"It is my belief that baseball is loved by an entire nation because it embodies that priceless spirit of equality that is the very backbone of America itself."—*Kenesaw M. Landis.*

"Education is not concerned primarily with intellectual luxuries, but with elements which make the individual a valuable member of society."—*William Mather Lewis.*

"Sportsmanship is not a formula. It is more than a code. . . . To your true sportsman victory is important but less important than playing the game."—*Owen D. Young.*

"Leisure . . . is unhurried, pleasurable living among one's native enthusiasms."—*Edman.*

"We still have within us the spark of adventure that leads many of us to seek the wilder places, a wholesome yearning for beauty, the spirit of doing."—*Olaus J. Murie* in *National Parks.*

"Everyone must be a champion in something. Each person must have a personal skill through which he can secure deference from his fellowmen. Arts and hobbies are indispensable in modern life."—*Dr. T. V. Smith.*

"Next to the possession of a birth certificate, the most essential asset to happiness and health is some kind of a hobby."—*Theron W. Kilmer,* M. D.

"We must guard against over-organization. It is possible so to organize people's leisure that they never have any time to themselves to be really leisurely, 'to stand and stare.' "—*A. Barratt Brown.*

"Leisure that becomes idleness is an unabridged curse. Leisure organized for recreation, for the enriching of body, mind and soul is a cure. Here lies the challenge, a major challenge to church, to school, to business and to government—to our whole social order."—*Daniel A. Poling.*

"What is it that men are seeking which makes this word 'leisure' a word to conjure with? They are seeking a new chance to work outside the industrial and financial machinery of the present. They want to work not only for a living but for life and for personal happiness."—*Marjorie Barstow Greenbie.*

"Recreation as a social force is a great freedom with a minimum of restraint, a freedom under discipline, the necessary discipline of an orderly society, largely self-imposed."—*G. Ott Romney* in *Off the Job Living.*

"Perhaps the greatest values that come from the playground are the social and moral ones: social adaptation, open-mindedness to the viewpoints of others, ability to win without boasting, to lose without rancor, to put team play above triumph, cooperation above selfishness."—*Eugene R. Smith.*

Nothing Ventured—Nothing Gained

By L. GLADYS SIMONINI
and ELISABETH CHRISTOPHER

SO YOU HAVE no money, no facilities in your community, no trained leadership? Have you a real need, a few willing hands to work, and heads that can stand hard knocks, plus a vision? Smithfield, Rhode Island, once faced the first question and answered it with the second one.

In June of 1943 the chairman of the School Committee picked up a Providence paper one evening and read, under local news, that the last available ball field had been closed to the youngsters of Greenville. There were many acres of unused land, but no place for the youngsters to pitch a ball! He decided to do something about it.

Approaching the Town Council, he was delegated by them to call a meeting of representative citizens to talk the matter over. Letters were sent to each organization in town—churches, P.T.A.'s, mills—who in turn sent interested members to the opening meeting. These facts confronted them. There were ponds, whose adjacent land was carefully posted by owners; schoolyards, but no equipment, no public fields, no transportation between the four villages of this town of 4,000 population. A committee was appointed to ask permission of owners of beach property in each section for the use of their property so that the boys and girls might swim. The Town Council authorized the highway department to dump sand and cut brush on such property where use was granted. One mill offered its own beach and baseball field for public use.

Swimming

When the group next met it was organized as a committee. The town's two members of the State Legislature made an appointment for a subcommittee to see the Governor of the State, at which time he allocated money from his special contingency fund to provide lifeguards for the swimming areas, not only in Smithfield but throughout the State when towns would make similar requests. This practice has been discontinued because funds are now appropriated through the State Legislature and each town is liable for a percentage of the salaries paid to such lifeguards.

In one area there was some difficulty in obtaining use of property. Finally a citizen donated the use of his land along the lake but there wasn't any beach and it was dangerous. The town highway department went to work, brought sand for fill and sand for the beach, put the bulldozers and trucks to work. When they had done all they could, until the low water period when the dam was opened in the fall would permit further work, the committee knew it had a place for youngsters in the Greenville area to swim but not a very safe one. The President of the P.T.A. in that village held a Red Cross certificate and had had several years in life guard work. She was appointed lifeguard for that beach. The volunteer fire company in the village made safety lines and put them out at all the swimming areas. The State lent life rings and rowboats. The committee bought first aid kits with some of the nine hundred dollars which had been donated by the mill, its union, political parties and other interested citizens. Water tests were made and one pond was closed because the bacterial content made it unsafe for swimming. The source of this pollution, caused by neglected disposal systems of some twenty taxpayers, later became a bone of contention—the stone wall on which heads were bruised and some support lost, for the cause of recreation.

Play Area

The P.T.A. in Greenville started a play group in the president's yard one day a week, with mothers taking turns as supervisors. At this point the school department took over and set up a playground plan for three areas where schools were in use during the year and paid a schoolteacher ten dollars a week to supervise each of them. The mill and the highway department made and filled sandboxes and some handcraft material was purchased. The school basements were used in the heat of the day and the school department provided janitor service. A Field Day was held with contests of every nature for all ages. There were a doll carriage parade and "Best Baby" contest. Playgrounds and swimming areas were closed on Labor Day. Then the committee went to work. Why should safe play areas constitute the extent of our activity?

When a small community girds up its loins to insure recreation for itself and its young people things begin to happen with speed. The achievement of a recreation program can come about in many ways any one of which will make an interesting story. One such story comes to the pages of RECREATION by way of Smithfield, Rhode Island.

Enlarging the Horizon

That winter the group incorporated. It is known as the Smithfield Recreation Association whose purpose reads, "The object of this Association shall be to provide for the children of Smithfield safe and guided recreational facilities so that through the building of strong, clean bodies and a sense of fair cooperative group play a stronger, better citizenry will be the resultant product; and to pledge and dedicate this Association to that task." It joined the Providence Community Fund, Inc., had an Enabling Act passed in the State Legislature which would *permit* the town to appropriate up to $2,000 for the Association's work.

Meanwhile committees were working. Some sections had natural skating areas. Ice was tested and posted. In Esmond the current of the river was too strong to keep it from freezing over safely, so a swampy area was flooded two inches at a time on very cold nights through the cooperation of the water company in that village, the fire company, and the mill. Result, a skating rink, where a newly formed hockey league played competitive games between the villages, and a cup was awarded the winning team. The weather since that first winter has not been suitable to hold the hockey games, but if we ever have good skating weather again the other villages will jump at the chance to get that cup!

A community night, held in the Town Hall auditorium, provided an opportunity for people to see and hear themselves in the amateur movies which had been taken at the beaches, playground and field day during the summer.

After one good snow storm that winter, coasting places were posted in the closely populated districts and land was inspected for a possible ski trail.

Ten acres of land was promised in the Greenville area for $500—much less than its value—through the work and interest of a clergyman who was active in the Association. Some day this would make a fine recreation spot, although it would take much work and money to make it suitable for use.

Two baseball leagues, junior and senior, were started in the town that spring—umpire service *gratis*. All games had to be played on the mill's field and free transportation—in the days of gasoline rationing—had to be worked out for each game.

Then came Town financial meeting, where any requests beyond the bare necessity of town administration is practically out of the question. Recreation? "When we were kids, we didn't need anyone to look out for us when we played ball or went swimming," was the hue and cry because it *might* mean a few cents per capita, added to the tax rate. However, after much discussion $1,500 was appropriated for the Association, $500 to buy the field in Greenville, to be known as Burgess Field, and $500 to start work on land behind the Town Hall, which would eventually provide a field for Georgiaville. Seventy-five taxpayers at town meeting was nearly a record. Needless to say it was the work of the people interested in recreation that got them out and put it over. Much energy was spent, shortly after the meeting, in raising $550 by public subscription in Greenville to put a bulldozer and scraper on Burgess Field. Now we have a baseball diamond, a cricket green, and two tennis courts which will open this spring.

Who Did It?

That was the first year of the recreation movement in Smithfield. We had no help from any trained personnel. We didn't know where to get it and couldn't have paid for it if we did know. Every phase of activity was on a voluntary basis. We eventually found out about the National Recreation Association because the vice-president accidentally heard a radio broadcast one Saturday afternoon.

During the war, paper shortages cut down on space which could be obtained in the newspapers. We have no local newspaper, but the reporter covering our section for a Providence paper, gave us his hearty cooperation by the use of his column whenever we had need of it. His efforts played no small part in keeping our program before the public eye.

In the summer of 1944, through a grant of $1,500 from the Community Chest, in addition to town funds, we were able to hire an athletic director for a nine week period, to supervise activities. Tennis, baseball, softball and other types of

(Continued on page 100)

The Community Job Master

IT IS NOT ALTOGETHER unfortunate that the small community cannot afford to pay for many of the social services it needs. Except where there is a great deal of voluntary, unpaid neighborly service of many kinds a real community scarcely exists.

There might be a considerable increase in the quality of community life if those who would like to be useful should know how and when they would be needed, and if it should become customary for each member of the community to be available for some agreed-upon amount and kind of work. To bring this about an English service organization appoints a "job master." The business of the job master is to know what work needs to be done and what persons or groups of persons are available, and to bring the person and the work together.

Would not a community job master be an addition to a small community, especially where there is a community council? The process could be somewhat as follows.

How It Might Work

There should be a period of publicity to acquaint the community with the idea that whereas a few persons have been carrying most of the social load, it would make a better community if everyone shared in the necessary community work, and agreed to give a certain amount of time, varying from two or three hours a month to five or more hours a week, as they might be willing and able. Next a census should be taken, preferably by persons who can explain the purpose of the plan and who would probably have friendly and respectful attention. The aim of the census would be to get each member of the community, child or adult, to indicate the kind of service he or she would render, and how much time could be given.

An inventory should be made and kept up to date of community work needing to be done. This work would vary in different communities. Where old-fashioned neighboring is in practice it would include taking care of children during the illness or absence of the mother, looking after ill or elderly people, preparing meeting places for meetings, cleaning, painting, and repairing public buildings, and doing community chores.

Where there is a program of collecting and distributing or selling used clothing some persons might undertake laundering and mending it.

Where there is no community library someone, perhaps a merchant, might act as librarian for circulating books and magazines. Someone else might undertake to keep a community calendar up to date for the local paper. Another might be an employment clearing house for local hired help. Some towns have organized periodic community clean-up days for a general clean-up of the community, with the business places closed, and everyone taking part. Planning for such an occasion should be some person's business.

Continuing Jobs

There are many continuing jobs in any community which one or a few persons could work at year after year. There is the matter of vocational guidance for high school pupils. Every one of them should have one or more experienced friends in the community to whom he or she could talk about vocational choices, aptitudes, and prospects. Such an adviser would only gradually acquire competence. It would be necessary to know vocational possibilities in and out of the community and vocational literature. In a moderate-sized community one person might be adviser in the commercial field, another in the mechanical field, another in agriculture.

As young people or ex-servicemen desire to go into business there should be individuals or committees to appraise their situations and to help them find financial resources where that is justified.

The job master, either man or committee, by bringing together the need and the person to meet the need, might greatly increase the value of community services. In the course of time he might simplify the organization and committee structure of the community.

Emphasis on Informality

The community job master need not be formally chosen. We knew of one small community in which a middle-aged woman, Mrs. X, who had some leisure time, undertook quietly and without any formality to act as the community job master. She made it her service to the community to keep in touch with the current community needs. For

(Continued on page 111)

The Rec – A Year Old Child of Promise

By JESSIE H. HAAG and DAVID J. CARRIGAN

Lansdale, Pennsylvania

A SMALL EASTERN community, faced with a rising juvenile delinquency rate in 1944, tried a public-sponsored program of recreation. The project was begun a year ago, and now the town has a "fun hall" with activities that include all age groups. Not entirely satisfied with the progress they have made, the original planners have ideas concerning a permanent recreation commission and a central building to house spare time activities of all descriptions.

In the fall of 1944 Lansdale, Pennsylvania, was like any other town of 10,000 persons with its diversified social and religious organizations. It had no central place for youth to spend its leisure, the schools were inadequately equipped to handle recreation needs. But, since the organization of the Youth Council, the townspeople have discovered what united effort will do. The first birthday of the Rec, which opened January 26 last year, reveals that over 34,000 persons have been entertained. The variety of interests catered to in the first year of operation is surprising.

Fun for All Age Groups

The Rec, though it was organized by a youth council, is more than just another teen-age center. It has won and held for itself a firm place with young and old alike. For its policy has been inclusive of all age groups. Its program has been planned to interest all the people of the community. Seasonal parties, square dancing, outdoor ball games, local talent nights, movies, tournaments and bike hikes are included. Last July a party of six took a two-week trip to the New England states. In December the Rec held Christmas parties especially for grade school children. The hall has served as a meeting place for civic clubs and parent education classes.

Youngsters in the seventh and eighth grades have their nights twice a month, while the regu-

Cleaning up

lar nights for high school students are Wednesdays, Fridays and Saturdays. Adult nights are held semi-monthly also. The Rec is run by high school students and a supervisor, who plans and oversees the functioning of all programs. Every scheduled night is chaperoned.

The Rec posts a baby-sitter chart. Boys and girls interested in earning money by this popular method place their names and phone numbers on the chart along with the nights and hours they would like to spend on the job.

Beginnings

The Youth Council was born of a meeting of interested townspeople in October, 1944. The borough chief of police, mindful of the increase of juvenile violations, willingly allowed his office to serve as headquarters for high school students while they solicited donations. One day that fall was set aside as "Tag Day," and the boys and girls raised over $1,200 merely by tagging persons in Lansdale's business district. This initial sum spurred interest in the movement. A local realtor who had promised five years earlier to give $500 to an organization that could show tangible evidence of having a definite youth program under way was obliged to part with his contribution.

Although the idea had been fomenting in the minds of public-spirited individuals for years, the Youth Council was the first definite step toward central community recreation. The organization had raised a sum of money, knew what it wanted in the way of benefits to youngsters, and began to look about for a headquarters.

Help was granted enthusiastically. Students who had set individual reputations for being uncooperative came forward willingly and assisted. A few men were employed for carpentry and plumbing. Local merchants and utilities managers were cooperative in reducing prices and rates on items the Rec needed to operate. One club agreed to furnish all the periodicals for the lounge as its contribution. Local chapters of nationally known social clubs gave sizeable donations of money, while the civic clubs saw to it that some quantity of aid was given in the form of service. A high school and graduate boys' club, organized for the express purpose of giving community service, was active in the renovation and did much in the way of publicizing the Rec prior to opening night.

When the gala evening arrived it was estimated that 2,500 guests were entertained. Members of

Not for teen-agers alone

borough council, police force and service clubs and their wives acted as hosts and hostesses. A school dance band furnished music.

In February, when the Rec was a month old, an "appreciation dinner" was given for members of the town council and others who had been instrumental in starting and making the project successful. Budgeting and planning for the dinner was taken care of by the same boys' club that had worked on renovation and publicity.

Junior and Senior Committees

The all-important task of organizing properly and drawing up by-laws was performed by the senior executive committee of the Youth Council which is composed of representatives of the teaching and ministerial professions, town council, police force and various other occupational fields. The senior committee serves also as the board of directors.

A junior as well as a senior committee is contained in the Council. Three members are elected to the junior group annually from each of five categories: high school freshmen, sophomores, juniors, seniors, and graduates. The senior executive committee meets once a month. The junior

(Continued on page 110)

Sandia Mountain Camp

By CHARLES RENFRO
Director of Recreation
Albuquerque, New Mexico

AT SIX O'CLOCK in the morning, Juan Chavez tumbled out of bed, swallowed his breakfast, grabbed his bed roll and cooking utensils and was off to the playground to await the bus scheduled to pick him up at nine-thirty. Today was the long-anticipated day.

Forty boys who could not otherwise have an opportunity to go camping were going on an overnight trip to the Sandia (watermelon) Mountains. They were gathered from all the city's playgrounds. Many had never before made this thirty-mile trip to the mountains near Albuquerque and only two of the group had had previous camping experience. The charge was two red points per individual, for this was still wartime and the meat supply posed a problem because of rationing and the small amount available. Plenty of carrots and oranges were taken along for "in-between" snacks. The carrots disappeared as fast as the oranges.

Boarding the bus with much bustle, noise, and whistling, friends from the different playgrounds sat together all talking at once but paying little attention to the other groups. Juan wanted to know, "Why was the bus so late?" Several others checked the time and told him he was just early.

Responsibilities and Relaxation and Sleep

After arriving at camp and eating a light lunch, the first duty assigned the group was the collection of enough firewood to last the entire camp period. So, dividing into as many groups as there were leaders, all fanned out over the side of the mountain in their quest. On their return, instruction was given as to the building and care of a fire and the Cibola National Forest fire regulations were explained. Preparation was then made for the night, each one gathering pine needles and carefully preparing his own bed. By the time these duties were performed, mess call sounded. The boys formed a double line and were issued food in pairs. Each pair cooked its food over its own little campfire. After dinner each camper washed his own dishes.

Camping talk is in the air this time of the year. On this and the succeeding pages are records of three very different kinds of camping experience—an overnight camp, a week-end camp, a long-term camp. Each had different methods and different objectives. And each presents a different one of the many phases of camping.

Baseball teams were organized from the different playgrounds and play was conducted in a new setting. At the conclusion of the baseball games an inter-playground track and field meet was held. These events kept the boys busy until dusk when all were divided into two groups for a game of "Run, Sheep, Run," which proved very popular. A huge bonfire was built and group singing started. The boys all knew the patriotic songs but there wasn't a song that all could join in singing for fun. Several minutes were spent in teaching a camp song and some rounds. After singing and swapping a few stories, the campers were eager to try their first night of sleeping on the pine needles. Needless to say, there was quite a bit of moving around during the night, some seeking softer spots, others moving closer to the leaders as coyotes began to howl and other nocturnal noises of the country fell on unaccustomed ears.

The Day's Activities

Next morning, by the time the sun's rays had reached the floor of the canyon, breakfast had been completed and two hikes organized. One group consisting of the smaller boys made a circle around the camp. The older boys planned a hike to higher ground crossing several canyons to gain a point of vantage from which they would be able to see the country for miles around. The route took the older hikers by a spring at which all took a drink. Juan remarked, "Just like milk," and asked, "Where does the water come from? Does it run all year?"

A little lesson in geology was held on the spot. As the hike progressed note was made of the difference in the vegetation of the mountains as compared with that in town. At a rest halt one hiker asked, "When are we going on that real hike we were talking about?" Consequently, the trail was deserted and the return to camp made through rough country. Cutting across country through tall timber, the hikers came upon a sudden drop of 50 feet. After they had made this descent

(Continued on page 106)

4-H Club Camp

By RUTH RADIR
Assistant Professor of Physical Education
State College of Washington

WON'T YOU JOIN us at the 4-H Club Camp at Clear Lake to examine the pattern of camp life and to find the meaning it has for the rural youth gathered here? Into the sun-drenched silence of pine and tamarack forest burst truck and bus loads of shouting, excited boys and girls from three counties. Over a hundred of them assemble, the youngest just under ten, the oldest just over sixteen. Quickly they get their name tags and their assignment to one of four color groups, then find their barracks and unroll bedding. Now the long-awaited, much anticipated four day vacation is ready to begin.

At the bugle call for assembly the campers come running to the natural amphitheater deep in the forest. There, with the six club leaders (fathers and mothers of some of the children), with specialists from the State Agricultural Extension Service, and with the agents from the several counties, they sit in a big council ring. The camp director calls for order. He announces that camp will be self-governing. Nominations, he says, for president, vice-president and secretary are now in order. A president is elected. He assumes charge of the meeting. Council members, one representing each color group, are chosen. Programs of camp activities are distributed. With the singing of a 4-H Club song, camp is under way.

Democracy at Work

Here, in this assembly, typical of 4-H Club Camps, we see democracy in action. Were we to examine the clubs themselves in various communities we would find that the goal of developing responsible citizenship through guided participation in democratic procedure is the key to all club activities. Does the camp president really preside? Does the council really function? Let us get up with the campers at six-thirty in the morning to see what the day's program is like and to observe the activities of the council.

Early sunlight is slanting through the woods, the air is sharp and clear, tantalizing odors come from the kitchen. The morning's K. P. detail is getting things done under the guidance of one council member and the adviser assigned to this task. Another council member, accompanied by his adviser is starting barracks inspection, for beds are to be made and floors swept before breakfast. The members of the camp clean-up committee are out on the grounds picking up sweaters, programs and any personal property left carelessly about, and gleefully putting it into the "lost and found" box. It will be redeemed on the last night of camp in the "Kangaroo Court." An adviser scarcely dare lay a notebook or pencil down lest it be swooped upon by one of the hawk-eyed members of the clean-up committee.

Meanwhile, the council member in charge of athletics is holding a meeting with his committee and the camp recreation director, laying plans for free afternoon time. A softball series to be played between color teams is arranged. One afternoon a track and field meet of the hilarious type will take place. A hike to a nearby lookout is decided on. General plans are laid for a treasure hunt to take place on the last morning of camp.

If we have time, we can look in on still another planning meeting in which a council member, his committee and adviser are discussing plans for evening programs. They have decided on one night of party games, another of skits and musical numbers to be put on by individuals, and by clubs. The third and last night will be devoted to the "Kangaroo Court." To climax camp activities, after dark this same evening, the impressive 4-H Club candlelighting ceremony will be held.

So with much already accomplished, we find ourselves at flag-raising, where campers pledge allegiance to the flag of our country and also pledge head, heart, hands and health to their club, their community and their country. By this time everyone can do justice to breakfast, an ample meal, served by the campers themselves. As soon as K. P. work is done the president calls an assembly, at which he presides, asking for the report of each council member. The campers are told that advisers are ready to help them with their contributions to the evening programs, if they will seek his aid. Yes—democracy is functioning here, with the members of the camp community encouraged to assume responsibility to the extent

of which they are capable, in a situation where good guidance can, and does, prevent the negative and disheartening results of failure.

A Little Learning

Now for classes. We will go with the Blues to the class in judging. Here with farm products, fruits, vegetables or poultry on hand, the specialist in charge is setting standards for grading a given type of product. The boys and girls jot down their ratings of specific articles and compare their judgments with that of the expert. This sharpening of the powers of observation, of the power of discrimination, and of the ability to arrive at a reasoned decision from sought-for evidence, will stand them in good stead on many occasions. Its immediate and practical value lies in enabling these future farmers and farm homemakers to become members of judging teams which will gain experience in club and community, and then function at county and state fairs. Its more remote, and most real value lies in the experienced use of a sound basis for making decisions. Members of a democracy, with the freedom that democracy extends to its members, need basic techniques in problem solving, and in making reasoned choices.

On with the Blues to their next morning class, recreation leadership. What fun they have in active or in party games. "Leadership?" you say with a query in your voice. "This looks like supervised play." But watch. Now the campers are sitting down. They are responding to such questions as, "In what club or school situation could you use the first game we played?" "Which of the party games did you like best?" When the latter decisions have been reached, the recreation adviser asks for volunteers to lead these games at the evening's party-game program. Since each color group will play different games during the day, by evening there will be games and to spare for the fun around the camp fire. Later in the day, the adviser will call a meeting of the volunteer boy and girl leaders to make sure that each can handle his chosen activity with the competence, befitting a ten- or a sixteen-year-old.

Yes, skills are developing. Skills that will enrich idle hours in the isolated farm home, that will make for happy times at club meetings, that will enable the rising members of the community to lead activities in which young and old can participate together. For the emphasis in the recreation leadership group is on games and stunts that are interesting and fun for grandfather and grandchild, and the generation in between, to enjoy together. All kinds of activities that may supplement the weekly, or monthly, trip to town, that will sharpen wits, that will create laughter to bind families more closely because of fun shared, and that will bring neighbors together in the good-fellowship that makes for good living, are included.

A Little Fun

But now it is time for the morning swim. Small campers are jumping up and down with excitement in the roped-off area. Skilled swimmers are keeping the diving board in constant action. A group of boys and girls who can swim only a little are receiving competent instruction from the State Patrol Officer who is in camp to give talks and demonstrations on safety education. A whistle shrills from time to time. Buddies quickly grasp hands and hold them up until the lifeguards can check every couple present. Then the gaiety of the waterfront reaches a new peak as happy campers experience the age-old satisfaction of becoming amphibious for a brief time.

After lunch is "loafing" hour, a quiet time for reading, for writing, for walking, or for practicing in small groups for the evening program. Afternoon classes begin as the bugle blows. Better stay with the Blues to see the class program through. "Electricity in Rural Communities" is the subject. Fascinating demonstrations of alternating and direct current, and of the magnetic effect of electricity flowing through a wire are available. These the children can operate themselves, to test their effects. Learning by doing is the emphasis here as in the other classes.

On to the last class of the day. It is group singing, although it might be fire prevention, nature study or any one of a number of other interesting activities, depending on the camp site, the specialists available and the like. As in the other classes the campers are given every opportunity to use their own initiative, to participate actually and to have a total experience in a satisfying situation.

During the free hour before the afternoon swim handcraft materials are available to those who choose to make something. Volley ball, tether ball and softball attract many of the boys and girls. Thus we can see camp as an active life, full of the stimulation that group living holds for youngsters. But those who have planned camp have not forgotten the basic need for rhythm in daily living. Quiet to contrast with noise, contemplation to

(Continued on page 103)

Growth Through the Arts

By DON OSCAR BECQUE

As we left New York on July 2 with seventeen girls ranging in age from ten and a half to sixteen, the rhythm and temper of the group, combined with all the circumstances of our departure, impressed upon us more than ever that life today is stimulating and built upon undercurrents of contrast and confusion. The here-and-now atmosphere of our industrial age at that moment began to thrust itself into our plans for two months of creative work in the pastoral quiet and peace of a 175-acre farm dating back to Revolutionary days, in the Blue Ridge hills of Pennsylvania.

Parents gathered around the children could be heard saying:

"I can't get down to see you more than once because of gas and tires."

"If Jimmy gets a furlough, I'll call you, Mary."

One mother confided in the director that she might have to see her daughter oftener if her husband did not come back from overseas.

Here was a group of girls who represented the energy and power characteristic of our youth today. At the moment we were converting much of such energy into the power of the war machine. Could we, dare we, divert this energy from the purposes of destruction of life to the creation of life? For, after all, the purpose of art is to create new life. With victory in Europe and "Peace . . . standing off-stage waiting, for a cue at the end of the Japanese drama,"* we felt that if we took the potentials of youth and afforded an opportunity for translating energy into the usable and satisfying forms of painting, music, theater, and community living we would be laying some part of the foundation needed for facing tomorrow.

The Confusion Stage

Though the entire group had chosen to come to an arts camp, could we release the resources of the girls in arts during the limited eight-week camp period? And how strong really was their art motivation?

We soon found that many of the girls were thoroughly conditioned by previous camp experiences. Their patterns of leisure tended either in the direction of doing nothing at all — negative conservation of energy — or of spasmodic bursts of activity. Against this pattern is the interpretation of an art environment as relaxation through expenditure of energy, for energy flow generated and used constructively begets more energy and not less.

To many of the girls the latter point of view was almost completely foreign. They had little conception of the persistent and almost Spartan disregard for the little ills and moods of everydayness that is essential in building an environment for creative activity. Soon the girls found themselves in conflict with this interpretation and with their interpretation of all the other facets of art. The first month, in the inner life of the girls, was probably more chaotic than even the watchful observers could realize. Ideas never doubted were being questioned; new outlooks on life were coming into being. It was a time of great emotional upheaval.

Emotion manifested itself in many ways—in the abandon of early romances, in rebellion against real or imagined injustices, in family and camp relations. Precious time of this brief summer period was slipping by. Did one have to live through confusion, chaos, before clarity and direction could come? How were we to harness the emotional drive, the dynamite of youth, to the complexities and riddles of this age? How give it tracks to run on, wings with which to fly, and at the same time subject it to the austere controls of art so that the emotional tide would not overflow and produce wastelands? We believed that the answer lay in the arts-through-theater. But the immediate problem was to use the confusion stage effectively in directing the energies of the girls toward creative effort.

First, decision had to be made about the schedule. How flexible should it be? Creative drive cannot be turned off and on at the sound of a bell. If anywhere, it is in the arts that differences in individual patterns of performance show. But knowing that most of these girls were used to regularity of camp routine, expected it, and found security in it we started off in a fairly routinized way. There were regular classes scheduled in painting, dance and theater during the mornings and late afternoons, while the greater part of the

* From *On a Note of Triumph* by Norman Corwin.

afternoons was given over to swimming, rest, and out-of-door activities. Second, there had to be opportunity in all the arts for exploring many mediums, for trying new approaches to creation, for learning new skills. Third, there was need for developing a common body of experience of such a nature as to widen their bases of understanding of the world and its problems.

As to the schedule—the girls liked it at first. Here was something definite, something familiar in this strange new world. But after a while it began to pall—blessed sign of the growth we had been hoping for!

Out of their dissatisfaction came the first genuine experience in group planning when they all got together with the staff and worked out something that allowed for more flexibility. The definite accomplishments they were experiencing in the mastery of skills, particularly in the dance, also appealed to them. But as for broadening their bases of experience, there was little real interest. They were still too engrossed in their own worlds of personal romance, of personal relations, to be drawn out of them for more than fleeting moments into something bigger. Here we were in the midst of the anthracite region at a time when the papers were full of dire predictions as to the race between producing enough coal to supply Europe and a growing anarchy. We took trips to the mines. We collected materials. We adults envisioned a living newspaper based on coal that would be a real contribution in the solution of a problem of major importance! But it left the girls cold. "Too much like school," one of them said.

Probably a strong factor in setting the direction for their activities was the conventional youth's desire to ally himself with the known and admired work of adults. They wanted to produce already written plays rather than to write things of their own. Whether we were at fault in our approach or whether this particular group was simply not ready to begin on a more original level may be a matter of discussion. However that may be, even in this first month of confusion the desire to produce adult plays was so great that they came through with creditable performances of parts of *Limbo, Tomorrow the World, Our Town,* and *On a Note of Triumph.* These plays were very satisfying to the girls, particularly the powerful and contemporary statement of Corwin's *On a Note of Triumph.* The deep concerns of today seemed to satisfy them more than their own current events. By taking them at their level of interest we approached them creatively in the broad framework of motion, color, sound, and dynamic staging.

In the June 1945 issue of RECREATION we published *Strategy for Growth,* an article recording the beginnings of an experiment in camping. On these pages, through the courtesy of *Childhood Education* published by the Association for Childhood Education at 1201 16th Street, N. W., Washington 6, D. C. (issue of December 1945), we are reprinting an analysis of last season's arts camp, and of its significance to the campers who attended it.

Toward Creative Production

Early in August most of the group members had resolved their conflicts. Then they began to show such enthusiasm that it was often necessary to make them stop work long enough to eat and sleep. One of the girls wrote in the camp newspaper, "As the summer goes on, we use colors with less restraint, our forms are freer, and above all everybody uses more imagination."

Little by little we were able to break down the idea that fixed lines separate the arts. When the girls began to see this, they realized that the original schedule with its breakdown into subjects would not work. Our concern was not with a program which stayed within the confines of art subject matter but with one in which all the forms of expression came from living situations. These expression forms are realized through use of speech, acting, the human body in motion, color or sound, or through combinations of some or all of them. We insisted that feelings and ideas be communicated clearly and simply, that there be something to say and that it be said convincingly. In such a framework it was inevitable that the arts were constantly overlapping as they borrowed from one another.

In the painting studio each girl was free to work on what she chose—landscape, figure sketches, picture stories, or abstractions. Tempera, charcoal, pastels, oils, and clay were used. Subject matter gradually became less and less conventional and it varied with the changing activities of the camp. One of the girls expressed this change in the newspaper: "Most of our paintings have been big and bold. But now we are working on a Chinese play and our paintings on the sets and the properties seem fragile by contrast. All of us have gone beyond painting as a technique."

There was a recorder group and a choral group in music which constantly contributed

to theater. Two pianos, ancient and in need of repair, could hardly be used at all, but the creative genius of the musician on the staff not only solved this problem but stimulated the girls to similar activities. He improvised an orchestra of old brass umbrella stands, flower pots, and cooking utensils from which he produced amazing rhythms and sound effects.

However, we found the dance to be the most direct, sensitive, and inclusive medium for accenting everyday experiences, as well as for releasing all those half-hidden and unrealized urges and tensions which cross-section the contemporary individual. For one thing, here was a medium which few of the girls felt they knew anything about. Also, it was nonvocative. One was free to choose any feeling or idea and to project it in a form on the general level of one's own development. The idea-feeling could come to immediate grip with the materials that were to give it form. Then, too, the content of dance runs the gamut of human experience and provides for a dynamic alternation of primitive and race urges and experiences with the social knowledge of the time. What was done here in dance also met the demands of theater. Toby's poem, "Bimbo the Snip," states the case:

I groped through my mind
And knew that I was no longer myself
But a little boy —
A boy whose finger stuck to his nose
When the wind changed
My body was to move with Bimbo the Snip.

If words can tell how one feels when dancing, Sophie's poem, "I Am Dancing," comes somewhere near it:

I'm a top spinning across the floor,
I'm a whirlpool whirling in the river,
I'm a propeller beating against the wind.
I'm a dishrag flopping on the floor,
I'm a weeping willow sad and drooping,
I'm a rag doll loose and limber.
I'm a bird with no limit to my flight,
I'm an American free to show what I feel,
Free to say what I think.
I'm happy—I'm relaxed—I'm free —
I am dancing.

True to its ancient heritage, dance became for us the cradle of our best theater during the summer. Little by little the dance ideas grew into short scenarios to which words were often added and music composed on percussion, by voice, on recorder and piano.

Our approach to the theater used many skills, techniques and abilities. It began with both individual and group planning in writing an idea for presentation and then in bringing the characters to life on the stage through movement and acting. All this involved speech clearly and accurately projected; the use of action and sounds heightened into rhythmic pattern; designing, costuming and lighting. These must be welded into a master plan of staging so that the idea can be communicated to others.

Communicating an idea through this process is theater, which is a social medium involving the group-community. The "audience" completes the round in the circuit. These two opposites should ignite into a living spark. Thinking, feeling and doing on this level bring the whole person into a group function on a complex social plane. It is a coordination of knowing and doing through visual, auditory and kinetic means — the characteristic means of our age. To synchronization of physical, mental and emotional faculties must be added imagination, the kind Corwin says is "capable of winding for many a statute mile and is reversible in time and space, keeping you close to the ground, yet reasonably well informed about developments in the stratosphere."

Toward the end of the summer the activities culminated, under the emotional impact of V-J Day, in the older group's ten-minute dance drama on their impression of this momentous day. This theater piece, along with a whole evening's program of other original group and solo dances, was given with all the musical accompaniment composed and played by the girls. The evening before had witnessed a full-length production of Saroyan's *My Heart's in the Highlands* and a modern Chinese play. A little later a whole program of choral and recorder music by ancient and modern composers was given. Accompanying this was a large and impressive exhibition of paintings, drawings and sculpture.

Evaluation of Growth

It is very difficult to evaluate the summer's program. There are no adequate yardsticks for measuring growth of this type. Besides, the most important outcomes do not show immediately. We, too, are too close to the summer to have perspective enough to save us from snap judgments and our own enthusiasms. But perhaps what two of the girls themselves said may be revealing. After arriving home, Evelyn wrote:

(Continued on page 102)

School for Citizens

HIGHLAND PARK, MICHIGAN, is a community blessed with a heterogeneous population. People from all parts of the world have found their way and are still finding their way to the city whose population, according to the 1940 census, was 50,810. In a single month (November 1945) people from sixteen different nations living in Highland Park found themselves with problems crying to be solved. The problems are, in the main, big ones, not easily solved by the average person. They involve—many of them—matters of legality, of birth certificates and proof of death for persons long since buried in another land, of "international" marriages and the children that sprang from them, of naturalizations and of immigration. They oftentimes require the services of an expert not easily available to a "stranger" newly come to this country.

So it was that back in 1925 the Highland Park American Citizenship Bureau came into being "to help with the naturalization and immigration problems; to prepare the student for passing a naturalization examination, by giving him the necessary knowledge of history and the principles of government; to promote growth in attitude that will lead the students to become responsible citizens in their community; to encourage a desire among the students to work closely and harmoniously with all nationalities." The Bureau is financed and governed by the Recreation Commission of Highland Park.

History

The Annual Report of the Bureau for 1939-40 summarizes the early history of its work, and that summary is so interesting that much of it is quoted here:

"In the early days of its existence the American Citizenship Bureau worked entirely with the noncitizen. The Bureau assisted him with his immigration and naturalization problems, taught him to read and write, encouraged him, shared his enthusiasm, and watched with pride as he discharged his civic obligations and took his place as a fellow American in the community.

"When the men who attended the citizenship classes were asked if they would like to have their wives attend, they always answered in the negative. The wives had too much to do at home! The Bureau, therefore, became interested in taking school to the women. Classes were organized, and instruction was based on the daily work schedule in the home. Friendly contacts were established which rapidly developed into the teaching of reading, writing, and citizenship.

"Gradually, the women were numbered in the attendance at the evening and day schools and the home classes were discontinued. It was a red letter day in the Citizenship Bureau when, after almost six years, the first group of women came to apply for citizenship.

"**Development.** This work is still the important work of the Bureau, but many services have been added, and rapidly changing laws and regulations have made the work more complicated. Registering entries, legalizing entries, and even first and second paper applications are requiring an increasing number of documents such as birth and death certificates, divorce decrees, affidavits of residence, and employment records.

"People who became citizens through their father or mother are being challenged to prove their citizenship. A few years ago it was only necessary for them to say their father was a citizen and to show his citizenship papers. That time has passed. To show definite proof of citizenship people are now requested to show derivative citizenship certificates in their own name. This requirement necessitates legal documents and affidavits. . . .

"Today, the American Citizenship Bureau not only assists the foreign-born to acquire American citizenship, but also assists the American citizen to prove his citizenship.

"**'Can You Help Me?'** Advice has become more technical for the process of naturalization. Every person is given individual attention and every problem is solved as far as it is humanly possible to do so. . . .

"A few of the hundreds of requests made at the Bureau are as follows:

> "'My father brought me to this country when I was fourteen. He registered his entry but did not register mine. My father has returned to his own country and so far I have paid a lawyer $1,000 to keep me here. The lawyer tells me I can be deported. Can you help me?'

Why does my grandma have to go to school?

"'Am I a citizen? I was over twenty-one when my father became naturalized, but my name is listed on his citizenship papers.'

"'I was born in this country. Will you help me make a delayed registration of my birth?'

"'Before I become a citizen, I must prove that my wife died in Hungary. Will you help me get proof of her death?'

"'What can I do to prove that I am in the country legally? My father and mother brought me to this country in 1905 when records were not required. I was six months old at the time.'

"'Can I legalize my entry into the United States? I am a war orphan and do not know the country in which I was born.'

"Human interest stories of every nature and description are brought to the Bureau. The following is one of many:

"'I don't think I will ever be a citizen. I have four first papers and they are all no good. The first time they gave me my paper it was too soon before election. Next time I give Hungary as my country. I did not know it was changed after the war. They say I renounced the wrong country. Then I get another first paper. This time, I think I sure become a citizen. I go with my witnesses for examination, but I do not pass. My paper gets over seven years old. I take out new first paper. Now you say, your paper is no good. It was taken out in the wrong county. I don't know what to do. I want to be a citizen. Will you help me?'

"A great deal of attention was given in the newspapers to the case of an American-born citizen of Polish descent who brought his Russian-born wife to this country a short time ago. In November of this year we were able to do the same thing without any publicity or any political influence.

"Mr. X, a naturalized American citizen of Swedish descent, worked for an American firm in Russia. While there, he married a Russian girl. He returned to the United States in 1936 and immediately started proceedings to bring his wife and small daughter to this country.

"After trying in vain many places, he came to us with his problem. Through the Secretary of State in Washington, the American Ambassador in Moscow, and the American consul in Finland, we were able to arrange for Mrs. X. to renounce her Soviet citizenship, leave Russia and go to Helsinki.

"Mrs. X. stayed with her husband's sister in Finland while passport arrangements were being completed to bring her and her small daughter to America. Just two weeks before the Russian bombing of Helsinki and without any notoriety

(Continued on page 104)

DRURY COLLEGE LIBRARY
Springfield, Missouri

Official Rules of Softball 1946

This reprint of the Official Softball Rules is made by permission of the Joint Rules Committee on Softball.

THE EXACT wording of the rules of 1945 are to be used with the following exceptions:

Joint Rules Committee on Softball

Changes in the Official Softball Rules for 1946 apply to Rule 1; Rule 2; Rule 4, Sections 1 and 2; Rule 11, Section 4 eliminated; Rule 18, Section 3; Rule 26, new section, No. 6; Rule 27, Sections 1 and 2.

The correct wording of the revised Rules and Sections follows:

Rule 1. The Diamond

The official diamond shall have 55 foot base lines, with a pitching distance of 43 feet, and other details as shown in the accompanying diagrams. For girls play the official pitching distance shall be 35 feet.

Rule 2. Laying Out Diamond

Determine the position of the home plate. Draw a line in the direction it is desired to lay the diamond. Drive a stake at the corner of home plate nearest the catcher. Fasten a cord to this stake and tie knots, or otherwise mark the cord, at 43 feet, 55 feet, 77 feet 9½ inches and at 110 feet.

Place the cord (without stretching) along the direction line and at the 43 foot mark place a stake—this will be the front line at the middle of the pitcher's plate. Along the same line drive a stake at 77 feet 9½ inches—this will be the center of second base.

Place the 110 foot marker at the center of second base and taking hold of the cord at the 55 foot marker, walk to the right of the direction line until the cord is taut (but not stretched) and drive a stake at the 55 foot marker—this will be the outside corner of first base, and the cord will now form the lines to first and second bases. Again holding the cord at the 55 foot marker, walk across the field and in like manner mark the outside corner of third base. Home plate, first and third bases are wholly inside the diamond.

To check the diamond, place the home plate end of the cord at the first base stake and the 110 foot marker at third base. The 55 foot marker should now check at home plate and second base.

Check all distances with a steel tape whenever possible.

The Three-Foot Line—same.

The Batter's Box—The batter's box (one on each side of home plate) shall measure 3 x 7 feet. The inside line of the batter's box shall be 6 inches from home plate. The front line of the batter's box shall be 4 feet in front of a line drawn through the center of home plate, and the back line shall be 3 feet back of the center of home plate.

The Catcher's Box—same.

The Coacher's Box—same.

Rule. 4. Teams, Players and Substitutes

Section 1. A team shall consist of nine (9) players, whose positions shall be designated as follows: Catcher, Pitcher, First Baseman, Second Baseman, Third Baseman, Shortstop, Left Fielder, Center Fielder, and Right Fielder. Players of the team in the field may be stationed at any points on fair ground which their captain may elect, except that the pitcher, while in the act of delivering the ball to the batsman, must take his position as defined in Rule 8 and the catcher must be within the lines of his position.

Section 2. No team shall be permitted to start or to continue a game with less than NINE players, and each side shall have sufficient substitutes to carry out the provisions of this section.

Sections 3. 4, 5, 6, 7, and the Note remain the same.

Rule 11. Unfairly Delivered Ball

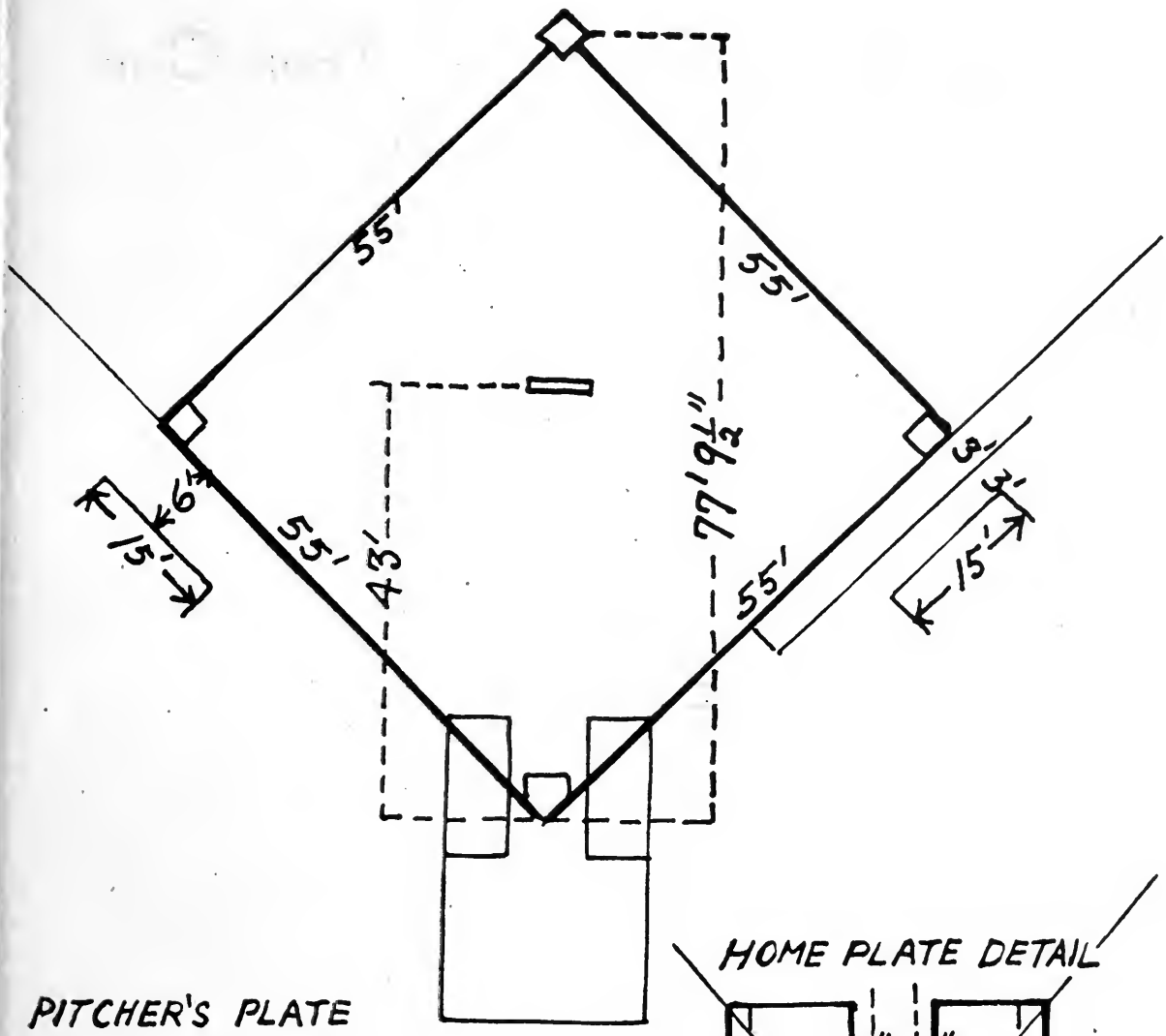
Eliminate Section 4 which reads "A pitched ball, not struck at, which touches any part of the Batsman's person or clothing while standing in his position, provided the batter does not intentionally allow the ball to strike him. No baserunner shall advance on such ball unless he be compelled to do so by reason of its being the fourth ball and the batsman becomes a baserunner."

Re-number Sections 5 and 6 as 4 and 5 respectively.

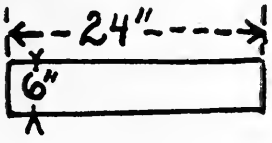
Rule 18. Balls Batted Outside the Playing Field

Section 3. A fair hit ball that bounds or rolls into a stand or over, UNDER or THROUGH a fence

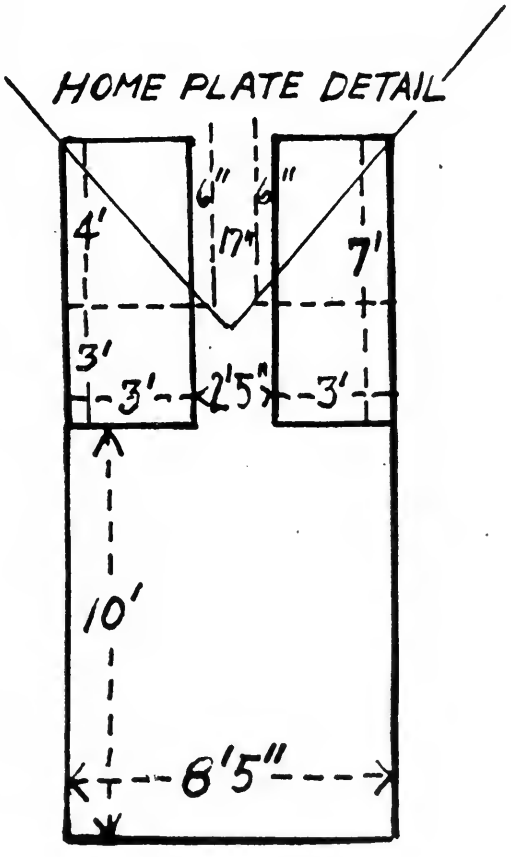
(Continued on page 96)



PITCHER'S PLATE



HOME PLATE DETAIL



Two Heads Are Better Than One —and More Fun

By EDNA A. BOTTORF
Lock Haven, Pennsylvania

JOSEPH ALGER'S "Get in There and Paint" in RECREATION, November, 1944, and the reprint of his article in the *Reader's Digest,* December, 1944, probably created more amateur artists in this country than all the art teaching in the public schools in the last half dozen years. The contagion of the article itself gave the more courageous souls the needed zest for the start in this enjoyable sport. And grand sport it is, too.

Perhaps you were one of those who immediately hunted up palette and paints, started hopefully on a canvas, and found the promised fun and pleasure. Perhaps you were one of the much more numerous timid souls who wanted to try to paint but did not quite have the nerve. It sounded great, but you just couldn't start. Maybe you even went so far as to buy some materials. You looked hopefully at them, but they seemed utterly impossible—those squashy tubes, that unmanageable brush, that large, white expanse of canvas. So you simply gave up. But you would still like to try.

Well, get out your paints again. Here is your solution. What you needed was someone to encourage you, to keep you company in your efforts, to give you "moral support." Look around for someone who, you think, might like to paint, too. Don't hunt up someone with much experience. He may only succeeed in making you surer than ever that you can never control those brushes as he can. You'll probably feel convinced that your picture will look dreadful beside his. You'll be defeated before you start. No, find some other timid soul who feels much like yourself. Don't stop with one. Make it three or more. There is still strength in numbers, you know. Add a few who may know a little about this painting business if you can, but, remember, they must know only a little. You don't want any discouraging competition.

A Place to Work

It may be winter and you'll need a room in which to work. It should be a plain, empty room with plenty of windows and artificial lighting, for more than likely you may want to paint at night. That may be your only available spare time. Get rid of rugs and all other furnishings except the barest essentials, because while you are painting, you can't be worrying about the furnishings nor about cleaning up afterward. Paints do get on things most unexpectedly. Brushes will drop and turpentine spill.

The room must be as empty as possible, for you need elbow room. A box to sit on may come in handy but more likely than not it will get in your way when you move back and forth (as you will) trying to see the effect you are getting in your picture. Nor can you be bothered with getting up and down all the time.

The location must be convenient. You never know when you might get the urge—or the time—to paint. You won't want to waste time getting there and back. And the rent should be low. Maybe someone will generously offer a room, rent free! For you'll probably want to put into materials what money you have for your adventure, and they *are* somewhat expensive. You may also want to add an easel or paint box soon. Not immediate necessities? No, indeed. But they are convenient and a help. Start out with only the bare essentials—just a few tubes of color, some oil and turpentine, a brush or two. And canvas. For a start, canvas board will do.

Now you have a room, the materials and companionship. Decide on a regular time. Once a week is not too often. With things as they are these days something may interfere with regular attendance. Decide on long hours—come early, stay late—for some won't be able to come as soon as others, and some may have to leave early. No one must feel compelled to maintain any semblance of regularity. You're coming for fun. You'll soon find everyone will come as frequently and stay as long as possible and indulge in a good spell of griping if anything keeps him away.

Now bring your paints together and all pick up a tube. There is confidence in numbers! Particularly when the others know no more than you do.

Dab in with your brush. Make a blotch on the canvas. You're started! You're off!

Getting Down to Work

What are you painting? Mr. Alger gave some splendid suggestions. Read his article again. Does the model overwhelm you? It has swamped many a soul. Could you copy some picture you admire? You shouldn't. It's not altogether ethical and may be illegal. *But* the artist of your choice will likely not complain. He'll be pleased as punch to think that you like his painting *that* much. You shouldn't call your picture an original, though, even though it more likely than not won't look too much like the original. Copying will certainly make the start easier for you. It will give you ideas, too. Dollars to doughnuts, you'll soon see something around you that you'll want to try for yourself, and, once you do an original painting, you'll never go back to copying. It's much more fun to find your own subjects.

Now that you're started, look at the other fellow's painting occasionally. Tell him what you like about it. He'll do the same for you. That's what makes group painting so enjoyable and encouraging. You learn from each other. Don't try to paint as someone else does, though. You probably can't if you try. Each has his own way and his may not be yours. You'll just get discouraged trying to use another person's technique. Besides, there is no one best method. There are as many ways as there are painters and you naturally paint the way that's best for you.

After you've done a few pictures and feel more encouraged and confident, ask someone who knows a little more than the rest of you to give you a criticism. That doesn't mean he'll tell you all your faults. He'll point out some of them with suggestions for improvement, but he'll also tell you your good points and thus please you. Don't ask a professional to render this service. He doesn't have the time—nor often the patience—for such a task. An art teacher in the public schools will probably be glad to help. They're used to encouraging stumbling efforts and really enjoy it. It wouldn't hurt to "make it worth their while," though.

How About an Organization?

Once you get started you ought to organize. Someone should be a little responsible for keeping an eye on things. Believe it or not, you may want to hold exhibits. In fact, plan for them. They'll prove stimulating to you. You'll want publicity—

Every now and then an article serves as that well-known stone which, dropped into a pool, starts the circling of the waters. Such an article in the November 1944 issue of RECREATION is still having its effect as witness this suggestion for organizing a group of fellow-beginners in the art of painting in oils.

you'll want to let others know about what you are doing so they can join you, too. As ever, the more the merrier. A window display in some merchant's store showing palettes and finished, as well as partly finished, canvases will entice others as quickly as anything. Merchants are most cooperative, you'll find. They'll even stage exhibits for you. Get each one to show a painting or two with his usual display some particular week—National Art Week, the first week in November, is a good time. The local paint store may stock materials for you. It may do even more—sell your pictures for a small fee provided you get so professional that you can be persuaded to part with one of your efforts. The florist may be delighted to use a still life painting as a back-drop for his floral displays. Without some sort of organization you may never get these opportunities or be able to take proper advantage of them if you do.

Keep the organization simple. Just the necessary officers—a president and secretary-treasurer—will do. Have more officers if you wish, of course, but don't make your organization cumbersome. Some person should see to it that somebody will be at the studio (!) at meeting time. That is a "must"—probably the only one. Remember, the reason you didn't paint long ago was because you needed moral support. You want to be sure there'll be someone to paint with you. Then, too, you may have some correspondence to carry one—you never know. There may be some professional artist who hails from your town and who can lend distinction to your group if he accepts the "honorary membership" that you are glad to offer him. You may need someone to handle any money you acquire. Maybe you'll decide on dues to pay for such incidentals that may turn up as writing paper and stamps. But keep fees low, the lower the better. You don't want to keep someone out because of a burdensome charge. A dollar a year is plenty. If you must have more money, put on a campaign for "sustaining members." If you expand your program to include the bringing in of art exhibits by

(Continued on page 110)

Where Classics Are Hits

By ELIZABETH SANDERS
Louisville, Kentucky

BEETHOVEN is catching up with boogie in the race for musical popularity honors among thousands of young Louisvillians. Chiefly responsible for this phenomenon is Robert Whitney, conductor of the Louisville Philharmonic Orchestra, whose enthusiasm for exposing young people to great music is shared by his musicians and also by the Junior League. The Louisville Philharmonic Society believes with Mr. Whitney that an orchestra should perform a community service, and educational concerts are among the first of such services. In fact, the society operates a full-time, year-round children's activities department under the direct guidance of Mr. Whitney.

"Standing Room Only" signs go up at the Memorial Auditorium when the Louisville Philharmonic Orchestra presents its afternoon concerts, given in two series of four concerts each, one for high school students known as *High School Matinee* and the other for children from elementary grades called *Making Music*. More than 6,000 young Louisvillians learn to listen intelligently to music, as Mr. Whitney and the orchestra demonstrate the fundamental principles of the art. The following are samples of Whitney-inspired teaching tricks.

Special Programs

In one program, *Musical Inventions,* Mr. Whitney, aided by musicians in the orchestra, shows the children how to compose a musical phrase, balance it with an answering phrase and create a little piece of folk song form. The principle of statement, contrast and reprise, which is fundamental in most musical compositions large or small, is thus readily grasped by the children. Furthermore, they are urged to compose their own little pieces along the lines demonstrated. Usually a considerable number of compositions are sent in to the Philharmonic and the more outstanding ones are performed at a later concert.

Music Conversation is a simple demonstration of the art of orchestration. This program illustrates the give and take of the solo instruments and instrumental choirs against the background of the "tutti" or full orchestra. In the program *Rhythm and Dancing* the close relationship of music and dancing is emphasized. A minuet, mazurka and other dances are performed by school groups in costume with the orchestra so that the audience can see the dances that have strongly influenced instrumental music.

Another program, *Tone Weaving,* begins with the singing of a round by the audience and is followed by performance of pieces in canon and fugal form to cultivate the ability to listen to simultaneous melodic lines—contrapuntal listening. The old faithful music appreciation teaching aide, the demonstration of orchestral instruments is, of course, always interesting to children and therefore included on some of the programs.

A genius at program planning for all kinds of audiences, Mr. Whitney maps out in advance the entire children's season and prepares booklet programs, which are printed by the Philharmonic Society and given free to the young subscribers and to their teachers. Included are the musical themes and background notes on the composers and the music.

In an easy and informal manner Mr. Whitney makes explanations at the concerts without condescension but in language the children understand. His remarks are frequently supplemented by colored slides, loaned by the Ernest Schelling Collection of the New York Philharmonic Society, which have proved to be very popular with the children.

From Philharmonic auditions, open to Kentuckian music students of school age, soloists who excel are chosen to appear with the orchestra. In addition, an outstanding school orchestra is recognized by being invited to perform a selection at the final concert of the series.

Radio Tie-in

Completely sold on the success of the Philharmonic's educational concerts, the Junior League radio committee, headed by Mrs. David P. Castleman, consulted Mr. Whitney about setting up a music appreciation radio series. As a result, musical education by radio has invaded 379 Louisville and Jefferson County classrooms, where over 12,000 grade school students listen to *Making*

(Continued on page 107)

WORLD AT PLAY

Hundredth Anniversary

IT IS NEWS when a Community House can celebrate its hundredth birthday! That is what happened in West Orange, New Jersey, on January 23, 1946. The West Orange Community House has currently an enrollment of 5,000. In 1945 60,000 people used its facilities. Congratulations to the West Orange Community House on its century of progress and achievement.

Bird Walks

DURING April and May the Chicago Recreation Commission ran a series of Saturday morning bird walks for bird lovers and early risers. The walks were conducted by a member of the Illinois Audubon Society. They left a designated meeting place at 7:30 A. M. with the exception of the last walk, scheduled for May 18, which started at 6 A.M., "for then," says the bulletin *Freedom for Fun,* "the warblers will be passing through Chicago and may be seen to their best advantage."

Riding School

THE Recreation Department in San Bernardino, California, has a new wrinkle for its program. Many of the children who use the Department's facilities own their own ponies and horses. So the authorities set up a riding school where the youngsters are taught trick riding. That they are getting the most from this opportunity was shown by a fine demonstration they gave at a playground circus.

Music Week

AMONG other features planned for the celebration of Music Week, 1946, in Chicago is the second annual Music Week Conference. The first conference was held last year and contributed a great deal to the success of the over-all Music Week program.

Print by Gedge Harmon

Master Plan

ALL DURING the years of war the Detroit City Planning Commission worked upon a Master Plan for the development of the Detroit of the future. The plan was set up in eight sections. By December 1, 1945 six of the eight were ready for public presentation.

In order to keep the public informed of the planning and to give Mr. and Mrs. Average Detroiter the chance to add their ideas and their needs to the opinions of experts the Detroit Public Library and the Citizens' Housing and Planning Council of Detroit scheduled four evening discussions. The subjects for the four were: *You and the Master Plan, You and Recreation, You and Transportation, You and Your Community.*

These general discussions were followed up during the winter and spring months by sixteen neighborhood meetings sponsored by District or Community Councils and held at eight branch libraries. Here were presented those aspects of the Master Plan which related specifically to the neighborhoods. Each branch library was host to two meetings which were followed up by a series of discussion groups made up of citizens.

Church Recreation

THE First Christian Church of Oklahoma City attempts to present a seven-day a week program to its members and friends. A youth program known as the Sunday

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Evening Club had an average of over 200 young people gather each Sunday night for spiritual and recreation fellowship. During a twelve-month period there were about 700 additions to the membership of the church. The morning congregation averages more than 2,000.

Armory to Recreation Center—Civic groups in Tulsa, Oklahoma, have their own version of turning swords into ploughshares. Their plans call for turning a National Guard Armory into a Recreation Center. The Center will be equipped for dances and parties, shows and basketball, boxing, and other indoor sports. The Armory provides more than 17,500 square feet of space that could be used for athletic events.

Bird Study—The National Audubon Society, 1006 Fifth Avenue, New York 28, New York, has published three sets of bird cards that should be a valuable aid to nature study. They are post-card size in color with a description of the bird and its habits on the back of the card. The sets are titled *Fifty Winter Birds of Eastern North America, Fifty Spring Birds of Eastern North America, Fifty Summer Birds of Eastern North America* Each set is $1.

In addition hand-colored lantern slides of North American birds are available from the Society as are 16 mm. silent films in color and in black and white. For further details write the National Audubon Society for their descriptive folders and mimeographed sheets.

Recreation at Kankakee State Hospital—At Kankakee State Hospital, Illinois, recreation is an important factor in the lives of the abnormal patients. There are 4,000 patients in the institution and almost all of them have a chance to participate in some form of recreation. Dances, parties, sings, movies, outdoor games are part of the routine of the patients who are well enough to participate. Even the most disturbed patients have a chance to get out of doors and walk about the grounds although this must be under close supervision.

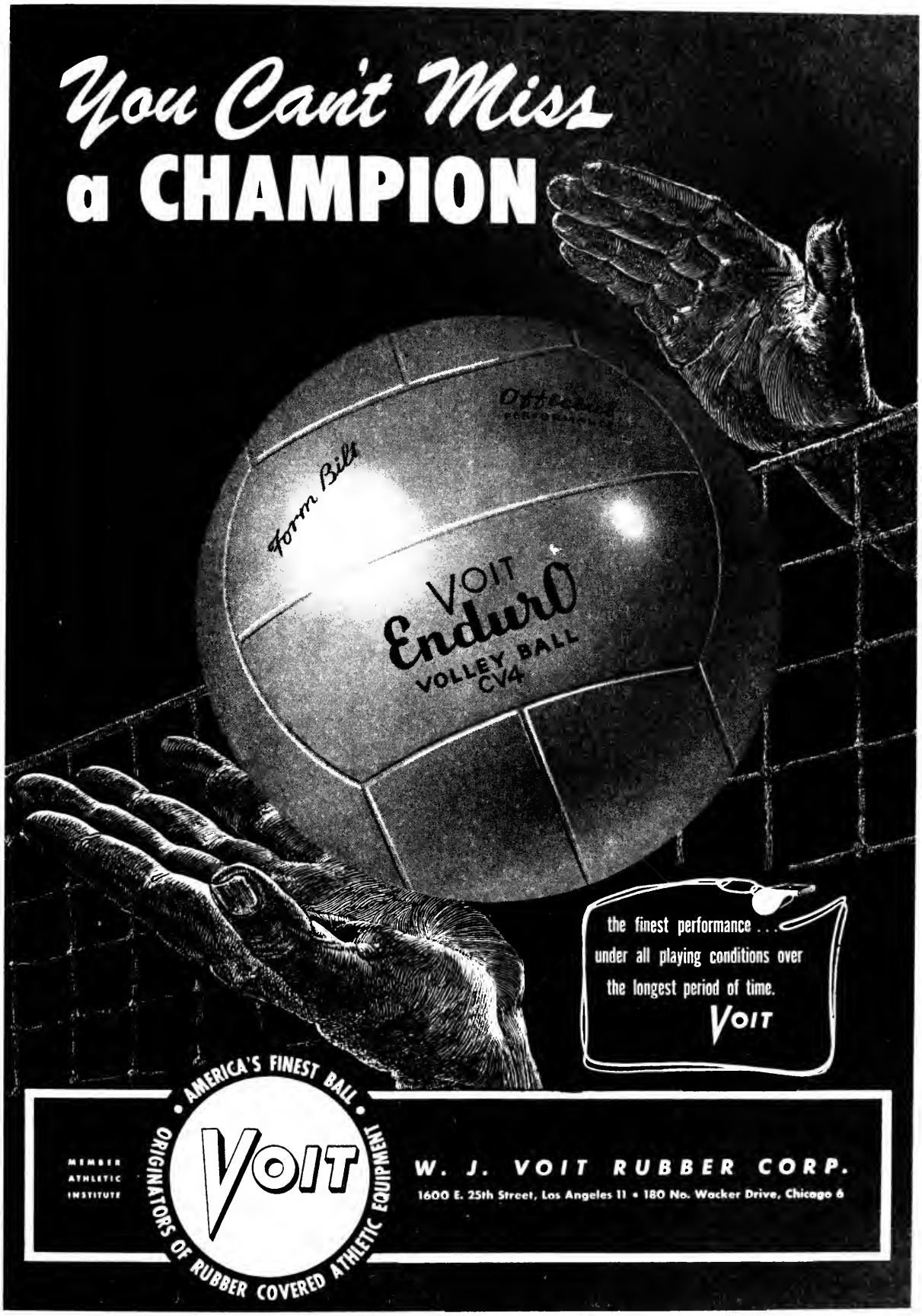
A trained recreation worker who visited the hospital says of one of these recreation activities, "I attended a dance . . . and the way it was conducted would have surpassed most *normal* community dances. What it means to the patients is beyond description."

A Day to Remember—Sunday, May 19, has been set aside as the date in this year of 1946 for paying special tribute to new citizens. This is the day dedicated for singling out for recognition those people who have become citizens during the preceding year. In many communities the occasion is marked with ceremonies fitting to its happy nature. Mark it on your calendar. It is a day to remember.

Day of Recreation—This—April 27 - May 4—is National Boys' and Girls' Week. This week, for the twenty-sixth time, groups are focussing attention on boys and girls—their activities, their organizations, their interests, their needs. The final observance will take place on Saturday, May 4. That day is of especial interest to readers of RECREATION, for its suggested designation is "Day of Recreation."

Suggestions for Your Summer Program—From the U. S. Forest Service come two booklets that are well worth the getting. *Building with Logs* (Miscellaneous Publication No. 579) is available from the Superintendent of Documents,

You Can't Miss a CHAMPION



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U. S. Government Printing Office, Washington 25, D. C., at a cost of 15 cents a copy. It is a carefully prepared and fully illustrated handbook for anyone who wants to build log shelters or log houses. There is a section on furniture suitable for the log house, together with detailed plans for building it; and there are four plans for log houses of different sizes and design.

The other pamphlet is mimeographed material called Conservation Workshop. It is available from U. S. Forest Service, Region 7, South Building, Thirteenth Street and Independence Avenue, S.W., Washington, D. C., for the asking. It describes the steps necessary to set up and maintain a training institute or workshop in conservation; has sections on curricula, instructors, sponsors, program, lists the established workshops throughout the country with some description of their scope.

Both these pamphlets are recommended as valuable additions to any recreation library.

Pageant of Loyalty and Devotion to the Flag Of Our Country

THE STORY of Alameda, California's Annual Flag Day observance which is the major civic and community enterprise undertaken by that city, had its beginning in 1938, just eight years ago.

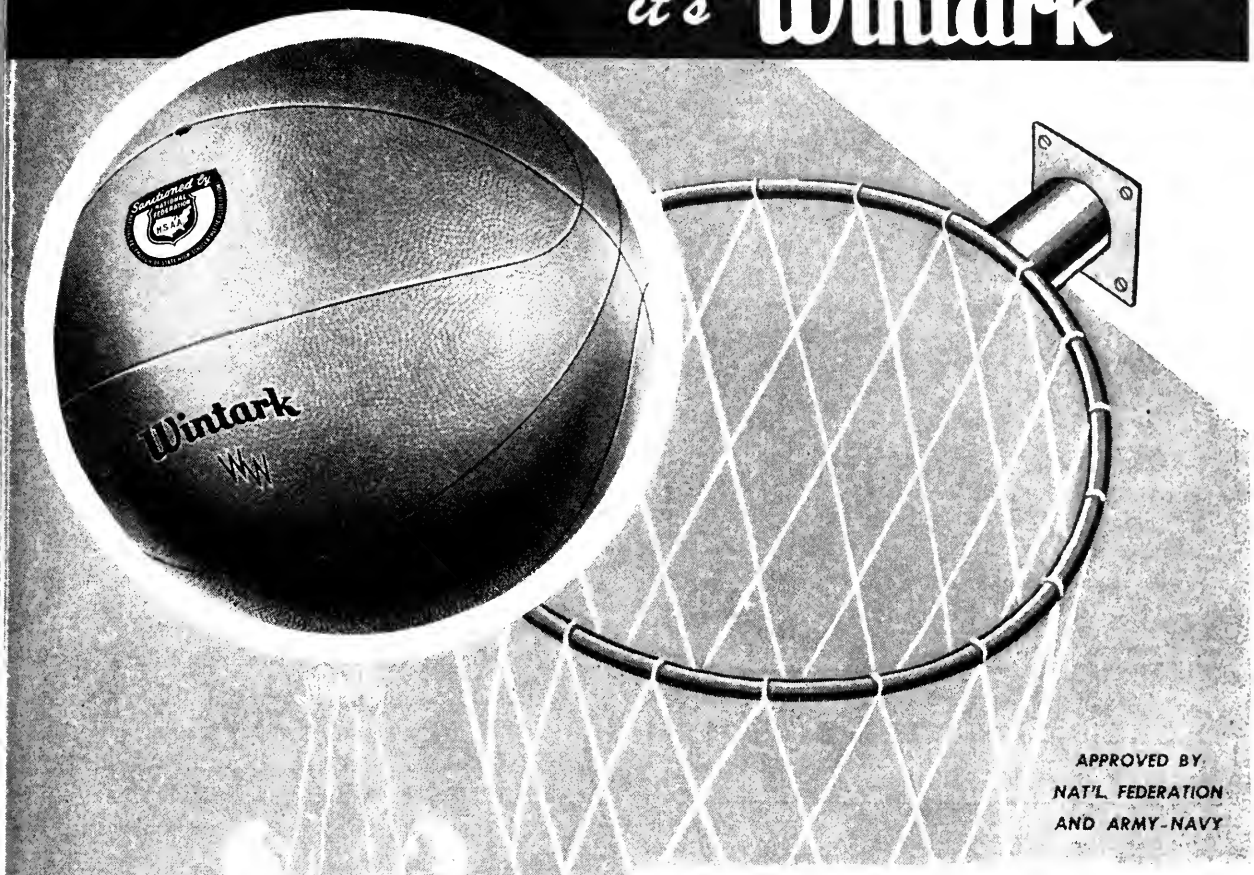
It was an eventful day for Alameda when the Mayor decided to act on the suggestions made by the National Flag Week Observance Committee. He appointed a committee composed of the presiding officers of all civic, fraternal and veteran organizations throughout the city. The function of this committee was to decide on ways and means to pay tribute to our Flag. At the same time the intention was to enlist the cooperation of these organizations in the furtherance of the organized program of the City's Recreation Department.

This idea met with enthusiastic response and from the very first meeting, which was held in the Council Chambers, it was evident that the enterprise was going to be a tremendous success. Never before had organizations of varied interests and objectives been brought together for such a large undertaking. Although it might appear that such a group would have difficulty in acting together as a unit, it is a fact that the same idea has been used year after year and no such difficulty has ever been experienced. On the contrary the response has always been much better than could be reasonably expected. Veterans' organizations can always be depended upon to give good support to all patriotic activities, but the interest by no means was confined to any one kind of organization.

The Benevolent and Protective Order of Elks has a beautiful ritual and an accompanying pageant showing the evolution of the Flag, which can be easily adapted to form the theme of the whole program. Of course, to give this Elks' program a proper setting, it is necessary to have the help of the other organizations as well as that of the young people of the community under the guidance of the Alameda Recreation Department.

It has been the unanimous approval of each committee that the Elks' ceremonial be used every year. However, all other parts of the program have been changed each successive year. Thus it is, that the other participating organizations have ample opportunity to introduce into the program ideas which make Flag Day an attraction.

For Performance in BASKETBALL it's Wintark



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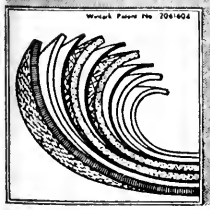

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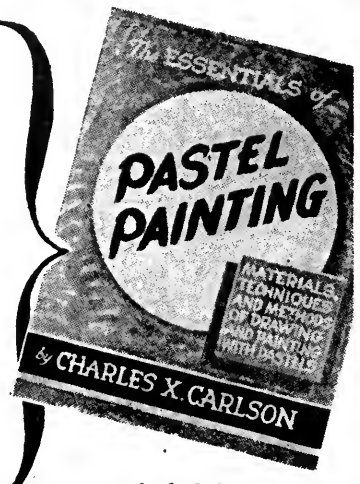
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In 1945 the program was divided into four parts preceded by a thirty-minute concert by the American Legion Band, greetings from the Mayor and an invocation.

Part I was the *Grand Introduction Spectacle.* Marching uniformed units preceded the Flag on the field. There was a ceremony of massing of the colors followed by a vocal solo, *I Am An American,* the Pledge of Allegiance, a tribute, and *The Star-Spangled Banner* by a U. S. Naval Air Station Band.

Part II, *Processional Pageant,* was highlighted by dances in honor of Minerva. A narrator carried the descriptive parts of the pageant.

Part III was introduced on the program with an invitation, "California invites all Allied Nations to participate in honoring the Flag of Our Country." Folk dances of the Allied Nations were performed by children of the schools and Recreation Department.

The program ended with the Elks' Flag Day Ritual, the playing of *Taps,* the singing of *God Bless America,* and the benediction. The production used 850 participants and attracted an audience of 8,000.

The secret of the success of this annual event lies in several important factors:

First—The participation of veterans, fraternal organizations, and the armed forces.

Second—The extensive participation of children from the playgrounds and other youth groups.

Third—The backing of the City Council and the City Manager, which makes Flag Day in the city of Alameda, California, a civic and community enterprise — By *Otto Rittler,* Superintendent of Recreation, Alameda, California.

Official Rules of Softball—1946

(Continued from page 86)

or other obstruction marking the boundaries of the playing field shall be a two-base hit.

Sections 1 and 2, and the Note remain the same.

Rule 26. When the Batsman Becomes a Base-Runner

Add new Section 6. If a pitched ball, not struck at, touches any part of the batsman's person or clothing, while standing in his position, unless in the opinion of the umpire, he plainly makes no effort to get out of the way of the pitched ball, in which case the umpire shall call a strike or ball in accordance with Rules 10 and 11.

Sections 1, 2, 3, 4, and 5 remain the same.

Rule. 27. Entitled to Bases

Section 1. If, while the batsman, he becomes a base-runner by reason of "four balls," or FOR BEING HIT BY A PITCHED BALL, or for being interfered with in striking at a pitched ball, or if a fair hit ball strikes the person or clothing of an umpire or a base-runner before touching a fielder; provided that, if a fair hit ball strikes the umpire after having passed a fielder other than the pitcher, or having been touched by a fielder (including the pitcher), the ball shall be considered in play. Also, if a fair hit ball strikes the umpire on foul ground, the ball shall be in play.

Section 2. If the umpire awards to a succeeding batsman a base on "four balls," or FOR BEING HIT BY A PITCHED BALL, or for being interfered with by the catcher in striking at a pitched ball, the base-runner is thereby forced to vacate the base held by him.

Sections 3, 4, 5, 6, 7, 8, and 9, and the Notes remain the same.

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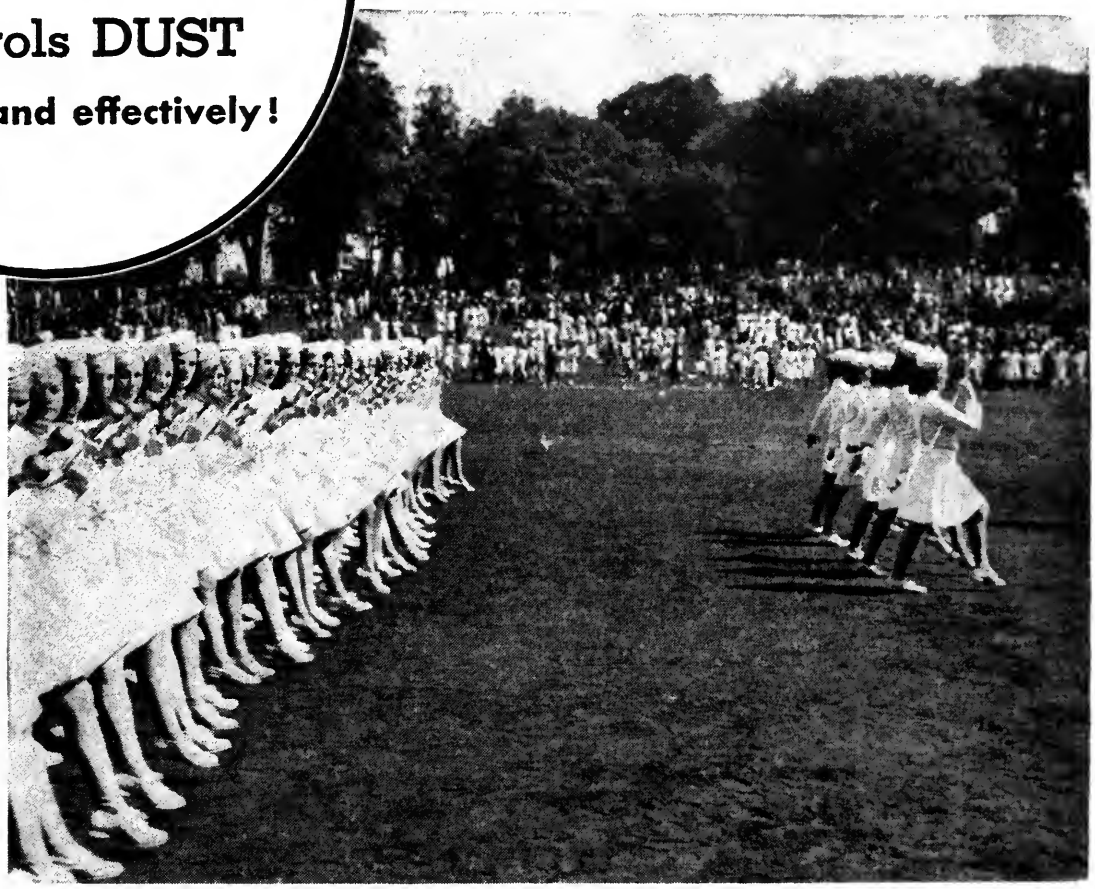

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Co-Recreation Group Mount Vernon, N. Y.

By R. W. CAMMACK
Superintendent of Recreation
Mount Vernon, N. Y.

IN OCTOBER 1939 the Recreation Commission thought the younger teen-age boys and girls would like to have a game night together in the large gymnasium (60′ x 90′) of the Washington Jr. High School, centrally located one block off the main street. A juke box was borrowed, four ping-pong tables were brought in, a shuffleboard set was obtained, a badminton net set up, two ring toss games made and a number of benches were placed near the walls of the gym on which a few checker and Chinese checker games were placed. Coat racks were also placed in one corner of the gym.

An announcement was made at the Jr. High School assembly and the first co-recreation night was held on Friday night, November 8, 1940 with fifty youngsters present. The lower age limit was set at 13 years or the eighth grade. The number of boys and girls attending were about equally divided. No membership enrollment or membership fees were required.

Three supervisors were employed, a man at the door and a man and a woman on the floor. The two men are needed to set up the ping-pong tables and benches, and to move the juke box to and from the gym storeroom. The gym is open from 7:30 to 10:30 on Friday nights. The man at the door keeps out younger children and carefully checks the number of boys and girls who attend. The supervisors on the floor never attempt to conduct any sort of a program. They only see that good behavior is maintained, and that there is a fair rotation of players at the ping-pong tables, badminton court and at the other games.

Attendance Records

Year	Sessions	Average Attendance Per Session	Total Attendance
1940	28	108	3,026
1941	15	106	1,590
1942	12	69	823
1943	18	97	1,748
1944	22	232	5,105
1945	19	221	4,199

It will be noted from the above figures (except those for the first year) that the average attendance was highest in the years when the greatest number of sessions were held. Detailed attendance records show that when the regular Friday night schedule is interrupted for other events held in the gym or in the adjoining auditorium, attendance on the following Friday night falls off decidedly. This bears out the already well known importance of regular uninterrupted sessions. These Friday night sessions start about November 1 and continue until about May 1.

Experimenting

In the fall of 1944, as an experiment, two bridge tables were set up on one side of the gym. Checkers were placed on one table and a deck of cards on the other. The immediate demand for seats at these tables decided us to add three more. Now five tables are in continuous use, surrounded by players and kibitzers at their games of checkers, Chinese checkers, hearts, and "breesk," an Italian variation of hearts. Continuously circulating supervisors nip any gambling attempts early in the game. It has been surprising to see how many checker games go on between the young people straddling the benches.

This page is too small....

....for describing the bigness of

Recreation and the Total Personality

by S. R. Slavson. You have read an excerpt from it as an article in the March issue of RECREATION. *It is a pulling together and integration of the insights of mental hygiene, education, psychology, and sociology as they apply to the day-to-day job of recreation leaders. It is a defense, a critique, an analysis, and a practical book. Available at all bookstores for* $3.00 *or from the publisher.*

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In contrast with most teen-age centers, only two boys showed an interest in soft drinks or refreshments. There is a small kitchen room adjoining the gym where these can be prepared and served if desirable. No smoking is permitted in the building.

Boy and Girl Reaction

In response to some questioning by one of the supervisors in March and April 1944 the boys and girls indicated that

they liked ping-pong best,
the juke box and dancing next,
the 15- and 14-year-olds felt there were too many young (13-year-old) "kids" there,
nine of the group would like a club system adopted and nine would not,
they want better records and more ping-pong tables.

A very interesting reaction to the question as to whether this group would rather meet in this school gym or in Teen Town quarters, completely separate from the school, was observed in May 1945. The school gym was not available for four Friday evenings and the group was shifted to Teen Town which was used by Teen Town members (age 16 to 20) and equipped with a snack bar, billiard table, juke box and two ping-pong tables. Attendance at these meetings dropped more than half—to 115. The boys and girls were noisier and rowdier and begged to get back to "their" gym. We were more than pleased to grant their wish and returned them to their quarters in the school where they have resumed their regular Friday evening schedule.

Nothing Ventured—Nothing Gained

(Continued from page 74)

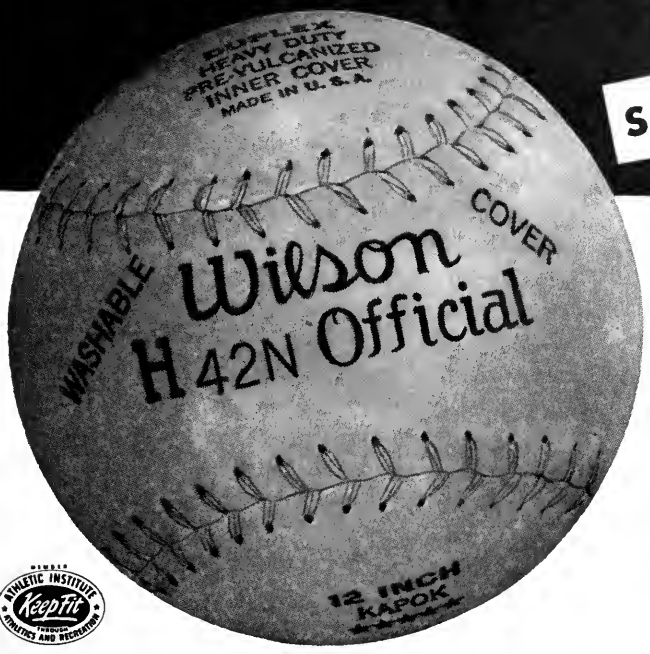
games were organized, competition between the villages was keen and an excellent swimming program of instruction and exhibition for both boys and girls was established. All available volunteer help was utilized in the swimming instruction and the playground supervisors spent many watchful hours with their charges on the beaches. Since then the number of playgrounds has been increased to four, and swings and see-saws (put up by volunteers), junglegyms and slides have been added to their equipment. These are available during the regular school session also. Handcraft is varied and plentiful. The playgrounds combine at the end of the season for a town-wide program which has covered variety shows, plays, a children's minstrel and—last year—a circus which was attended by 800 people. In 1945 two boys' directors, each supervising playfields in two villages were hired instead of the one director the previous year. This plan seemed more adequate because of the distances to be covered. Playground supervisors are teachers, student teachers or in one case the mother of a grown family, paid by the Association and directed by the Superintendent of Schools as committee chairman. Baseball leagues and Field Days are accepted facts.

Youth Centers

Four Youth Centers, held one evening each week, two in school buildings donated by the school department, one in the fire company building and one in a hall owned by the mill are successfully completing their second season. These too were organized by a volunteer worker who has "followed through" during the entire time of their existence. Other adults in their own communities carried the load the first year, but a paid director now oversees all four by holding them on different nights.

The young people are organized and their committees are active. Each week the hostess chairman invites a couple to be chaperones, from a selected list approved by the adult committee. The weekly dues cover the cost of a bottle of coke,

FOR THE *Last Word* IN SOFTBALL EQUIPMENT



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IT'S WILSON TODAY IN SPORTS EQUIPMENT

cookies, or a sandwich or any other attendant expenses. Juke boxes were purchased for each center, except the one in Esmond, which was bought and loaned by the mill. About once a month a three piece orchestra is hired for a regular dance, both modern and square dancing—and the admission fee is raised slightly, so that the additional cost is covered.

Some program which will include both parents and children will soon be held in the Town Hall, in addition to the free band concerts which have been given on the school and Town Hall ground.

The Board

How was the board selected? From interested laymen, the clergy, the P.T.A.'s and persons actively engaged in putting over this program, although none had any previous experience in the recreation field. How many people does that include? About fifty. Who has stood all the criticism, the discouragements, has fought and overcome the obstacles which could not be overcome? Those people who have a vision of a bigger and a better life for their community and who believe that "Inasmuch as ye have done it unto the least of these my brethren, ye have done it unto me."

This Day Is Ours

(Continued from page 67)

ENGLISH SPOKESMAN: Although we come from different countries, Canada is our new home, so we play many games together—like this one—"A Hunting We Will Go."

Oh, a-hunting we will go, A-hunting we will go,
We'll catch a fox and put him in a box
And then we'll let him go.

(Applause.)

(As Canadians return a boy from the American group comes tapping out and up to the Narrator.)

SOUTHERN GROUP SPOKESMAN: Good evening, sir.

NARRATOR: Good evening to you. Where do you come from?

SOUTHERN GROUP SPOKESMAN: From Dixie, sir, with my friends here. We bring a dance for Peace.

(Group Tap Dance)

NARRATOR: Once our people crossed the eastern hills and the mighty Mississippi to the endless western plains, and when they had by force and will passed the cruel desert, they found reward and happiness in the golden gate—out west.

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WESTERN SPOKESMAN: This is a game played in all pioneer homes and it is still played today out west.

"Jennie Crack Corn"

(Applause.)

NARRATOR: So, friends, this day of ours draws to a close. Come, Peace, lead off the playmates until tomorrow when the children come again to keep alive in deed the man who gave us playgrounds.

EXIT: All singing *Marching Along Together.*

Growth Through the Arts

(Continued from page 83)

"This morning when I woke up. . . . I did half an hour of exercises and showed them to Mom. She was very pleased and wants me to keep them up. After lunch I painted the clay model I brought home, and I also drew a picture of a band. It seems the camp left me with a routine that it is hard to get out of, and I don't think I want to get out of it."

Judy says:

"With all the wonderful things I have done this summer—the dancing and acting and art and music and everything else, the beautiful scenery and the friends I've made, the fingernails I've grown—the English language seems awfully incompetent to express what I really feel. All I can say is that this summer has been one of the most wonderful and important experiences of my life."

These examples are typical of the expressions of the group as a whole, a group to whom the experience of living, studying, and doing in the arts was almost unknown. This group entered into the setting up of a regime, constantly altering it to make it work better, which could help them realize art in a tangible way. They went through many mental and emotional crises to reach the final end. Doubt, apathy, resistance, and discouragement were often their unwished companions, but they took a few steps along the way of living that is not for the weak and the tenderfoot. They came to have respect and liking for this way of life which, in turn, raised their own self-respect.

There was growth among them all in the conception and meaning of art and in ability to work without fear in the various mediums thus removing any feeling that they may have had that art is something in which only a special few can engage. Little by little they learned to free their bodies and express feelings and ideas through them. They learned to manipulate the materials of color and clay and to mass shapes into forms that meant something to themselves and others. Making characters come alive in the imaginary locale of the stage, the rhythms of spoken and chanted word molded through the unity for form —all these activities gave them a new sense of honesty and integrity that comes with the happiness of creatively experiencing. They learned to go from one art medium to another with ease.

Though it had come in their own way and on their own terms, there was social growth in the ability to live a serene and full day in company with others. Broader understanding in the use of cooperative techniques necessary to art and the balancing of that with what sometimes seems the ruthless and arbitrary demands of art provided a new and more inclusive conception of the individual and the group. That there was a definite social awareness, even though they did not want to utilize it directly, is evidenced by these remarks chosen at random from the roundtable discussions at which we pooled our thinking throughout the summer:

I've been thinking of the way the arts can help to fight this war.

We, the younger generation, carry on the world of tomorrow. We have much to do.

Many children don't have what we have. Why are we so privileged?

We need firsthand experiences if we expect to do anything in art.

All kinds of life are necessary in art.

Linda's words might well close these comments about what happened to the girls:

Pass beyond the surface scratching,
Far beyond to lights and flickers
Of something
Unseen
But growing in force
And depth and numbers,
Deeper, darker,
Clearer—yet always distant.

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Game - time

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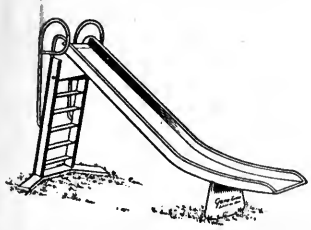

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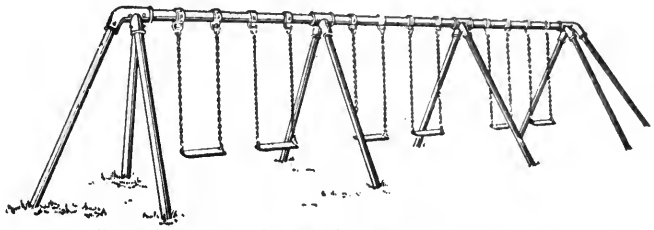
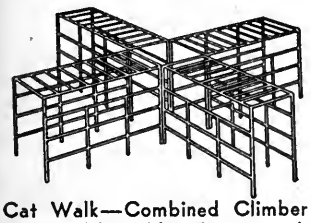


All steel swings—all steel hangers—all steel fittings.
Six seats, 10' above ground, $99.00—2⅜" top—1⅞" legs—shipped top rail assembled.



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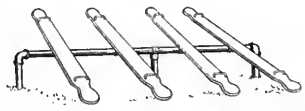

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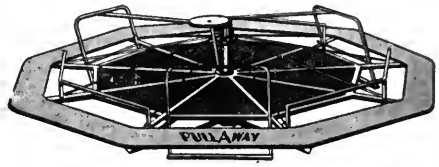

Pull-A-Way Merry-Go-Round, 16' dia., $275.00
Kids pump it around—no accidents.

4-H Club Camp

(Continued from page 80)

sharpen the joys of vigorous activity and awe, or reverence, to make more joyous the moments of abandon to gaiety—all of these contrasts to intensify and to enrich living are basic in program construction.

A Little Awe

So come to candlelighting. The campers are assembled by color groups in the amphitheater. Seven form each group from the four "H's" that stand for head, heart, hands and health. Together they make the four leaves of the clover that is the club symbol. On the steeply rising walls of hills surrounding them, pines and tamaracks reach to stars that seem to hang in their branches. The hemmed-in sky is an indigo pool of unplumbed depth above. Now an adviser speaks, lighting his candle, whose symbolic flame comes from the Department of Agriculture of the United States. With his light he ignites the candle held by the representative of the State College and of the State Extension Service. To the County Agent he also gives his light, extending thus to all the counties the knowledge it represents. The flame is carried to each council member who carries the light to others so that now the four "H's" are aglow. These in turn carry the spark to all assembled. In the depths of the woods, in the black velvet of night, more than a hundred lights are sparkling with the beauty of fireflies. Campers sing, *Speed Away . . . with Your 4-H Club Light.* Then a procession of campers singing *Follow the Gleam* wends its way back to camp. Candlelighting is an impressive ceremony, a symbol of the link between clubs and the larger forces of state and nation, and a consecration to share with others one's privileges in fellowship and community living.

And So to Bed

Thus camp falls asleep guarded by rising peaks, filled with the peace and serenity that a day spent under the sky can bring. Sleeping here are children who have never been away from home before. Some are from isolated farms who have never eaten food except at the family gathering. For all of them camp is a great socializing experience. It serves as the first step to lead from the home circle to the larger community of state and nation.

Evaluation

Thus through the fun of camp, the responsibilities of camp and the enlarged social group that it affords, we see rural youth aided in reaching that maturity which is desirable, and essential for members of a democracy. This maturity involves recreational competence which is of even greater importance in rural areas than in cities. It also has to do with the extension of social tolerance beyond the family and the small community with its limited customs and outlook, to a participation in the larger community. Such a step is at least a small beginning in moving toward understanding and tolerance of the many and varied groups in our country. It is perhaps the first step toward that tolerance and understanding of the peoples of the nations of the world which is the goal for all of us. And finally, the 4-H Club Camp is aiding in the development of maturity in the realm of citizenship. Toward this end, it is aiding rural youth to be articulate, "to speak up in meeting," to acquire the tool of organization which is necessary for effective participation in the life of a great nation today.

We can say farewell to camp with the tug that comes to all who have worked and played joyously together; and with the satisfaction that a sense of achievement gives.

School for Citizens

(Continued from page 85)

whatever, she and her daughter arrived safely in New York with all the old family possessions that Mr. X. had left in Finland."

It is in solving problems such as these and others like them that the Citizenship Bureau is each year helping citizens and citizens-to-be adjust their lives for their greatest happiness and advantage.

Alumnae Association

In 1930 the Citizenship School Association was formed. Graduates of the school were eligible for membership. By 1945 the roster of members held 500 names. The members represent forty-two different nations. They have laid out the objectives for their Association along the following broad lines:

"To promote citizenship and continuing adult education; to unite women of all nationalities in a close bond of friendship and understanding and for mutual improvement."

Meetings of the Association are held monthly. Members have formed their own drama group whose productions are often booked by other organizations in the community. Members go on pilgrimages to the State Capitol, to Washington, D. C., and to other places of national or historic interest. At each meeting honor guests are those women enrolled in the school who have successfully passed citizenship examinations. Other organizations in Highland Park take pride in contributing something to this very special kind of alumnae association. The City Council, the Public Schools, the D. A. R., the P. T. A., the Highland Park Women's Club each plans one program every year for the regular monthly meetings of the Association.

Not least important among the functions of this group is their activity in recruiting new members for the Citizenship School. Here men and women may take courses in literacy and citizenship, may participate in vocational, cultural and home-making classes, may learn the newest laws governing immigration and naturalization, may find in leisure-time classes the means for refreshing old learning or for orienting themselves more successfully to a new environment. There are eighteen centers where classes are held and to them come literally hundreds of pupils. (In one year the enrollment was 2,500!)

The pupils have special handbooks prepared for them by the staff of the Bureau. At their own request these handbooks are purchased by the students at a cost of 25 cents each, and this money reverts to the budget for the school.

Through the school boys and girls who have but recently come to this country may be tutored in English. Young men and women, forced by circumstances to leave school before graduation, are offered correspondence courses prepared under the auspices of the University of Michigan and overseen by the principal of the local high school.

New Citizens Day

"I Am An American Day" is a rather special occasion in Highland Park. Each year a program of speeches, music, dramatic presentations or motion pictures is given in honor of the new citizens who—in the year preceding—have passed their citizenship examinations and taken their oath to uphold the Constitution of the United States of America. The Citizenship School Association helps finance these programs which are partici-

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pated in by the Association and by the schools and churches, the Scouts and the D. A. R. and the Women's Clubs, and the P.T.A. of the community. For this is a high point in the activities of the Citizenship Bureau and all the community registers its pride in the occasion.

Summary

The Citizenship Bureau is a project of which the Highland Park Recreation Commission may well be proud. For two score years it has been giving to the community's citizens and citizens-to-be real help and true insight into the life of an American city—which is to say into the normal life of everyday men and women in these United States.

Recreation, Decatur and Radio

(Continued from page 70)

informed. It must make a definite impression on the listener. He must not be confused by a collection of facts. Simple and compound sentences are best for this. Adjectives should be avoided, a few adverbs used instead.

Evaluation

Naturally, there were many mistakes and shortcomings in these initial efforts. There is still much to learn about radio programming.

It takes real sustaining power to plan, collect the material, write the script and maintain a program of this type three times a week. A quarter-hour broadcast of this type requires about ten

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pages of double-spaced typewritten material. That means thirty pages a week. A question to be answered before such a series is undertaken is "Do you have the time and the talent to stand up under the demands of such a radio schedule?"

The evidence indicates that this series gave many people a better insight into the summer program of the Recreation Department. Good will was created. The value of reports on the day-to-day recreation activities was proven by the fact that the public became an interested party.

This experiment of *Your Recreation Reporter* supplies a pattern of the potential service that can be rendered through radio.

Sandia Mountain Camp

(Continued from page 78)

down a water course with great care, the older ones thought that this was the real thing they had been expecting.

After so much exercise the lunch topped off with watermelon was eaten with gusto. Already it was time to break camp and prepare for the return to Albuquerque. Some ran down to the spring for a last drink of pure mountain water, others tried a last "flop" on their pine-needle beds.

Home Again

This time when boarding the bus no attention was paid as to which group was which, for all now were friends. But the exercise of the hike and the lack of sleep the previous night combined to make them drowsy and almost all went to sleep. It was a tired group of boys who climbed out of the bus, but an enthusiastic one. "When can we go again?" Juan's piping voice wanted to know.

The camping trip showed there was a definite need for this type of recreation activity in the community. The mountains, although so near, had hitherto been out of the reach of these boys. So plans were immediately set in motion for the next summer. A lead-up program of hikes and day camps with talks and moving pictures on different subjects such as *The Forest, Geology, First Aid* and *Hiking,* followed by several overnight trips and a week's outing is being planned for the summer of 1946.

Negotiations were also set in motion for a permanent camp site in the Jemez range of mountains in order to supply more adequately the large numbers interested in this form of recreation.

To Honor Joseph Lee

(Continued from page 65)

"Following the return of the children to their playgrounds, organized games and competitions were held at every recreation center.

"Since the celebrations were held at centers all over the city, no attempt at competition or comparison between the centers was made, but reports from supervisors indicated good crowds and considerable interest in the special programs in honor of Joseph Lee."

Bulletin of Department of Public Recreation. Sheboygan, Wisconsin. Population 40,638.

"At Sheboygan, Wisconsin, along the beautiful shores of Lake Michigan, a city-wide sand sculpture contest was held on July 27 to commemorate the birthday of Joseph Lee. The north side bathing beach was the location chosen for the many scenes. These included castles, forts, army camps, miniature villages, animals, boats, (one big enough to sit in!) bridges, and even a nine-foot Uncle Sam resting on his back. This huge outdoor studio, where artists worked in the ordinary beach sand, had many interested visitors watching the workers and later commenting on the finished subjects before they crumbled away."

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Where Classics Are Hits

(Continued from page 90)

Music on the Air, broadcast by Station WAVE. The scripts are prepared by Mr. Whitney with the assistance of Rita Ewing and Mrs. William Chandler. He also serves as commentator on the half-hour programs. One class of students is present in the studio at each broadcast.

Without the wholehearted cooperation of school officials, from the superintendent, Dr. Omer Carmichael, down to the last teacher, the children's activities of the Philharmonic would not be possible. This is especially true of the radio series, now an accepted part of the curriculum.

This season the Louisville Philharmonic String Quartet initiated a weekly series of free concerts in the schools, and the children's response to these programs has been most encouraging. So, the evidence piles up on every hand that the classics can still compete with boogie, and more than hold their own.—Reprinted by permission from *The Junior League Magazine,* February, 1946.

The January, 1946 issue of *The Schmitt Music News* carries the following note on music making in the community:

"A symphony orchestra has recently been organized at Northfield, Minnesota, with Frank E. Dale, Assistant Professor of Music at Carleton College, as conductor; Miss Beatrice Lien, instructor in string instruments at St. Olaf College; and Miss Elizabeth Ivanoff, string instrument instructor at Carleton College, are assistants and conduct sectional rehearsals.

"The orchestra, numbering sixty-five, is composed of students at Carleton and St. Olaf Colleges, advanced high school students, and adults from Northfield, Faribault, and Owatonna.

"They plan a concert for February 16, featuring the Mozart *Haffner Symphony* and one in March, when they will play the Shostakovich *First Symphony.*"

The Veteran as Leader

(Continued from page 60)

Keeping them happily adjusted will require a great deal of tact and planning on the part of the camp administrative staff.

To . . .

RECREATION's

. . . Subscribers

- **Effective May 1, 1946 the price of RECREATION will be raised to $3.00 a year, 35 cents a single copy because of increased production costs.**

There will also be many returning servicemen accustomed by Army procedure to rely on others for decisions. They will have to relearn to make decisions for themselves as counselors. Properly handled and stimulated, their innate leadership qualities will soon come to the fore.

Directors will find some of the veterans restless at first, full of indecision and unable or unwilling to follow through completely on camp projects and assignments. Directors should anticipate these attitudes and thus plan to guide those individuals properly.

In the military service a man is accustomed to looking to his officers and leaders for help in difficult situations. It is only natural that veterans should turn to their head counselors and directors for help with their personal problems. Therefore camp directors and administrators should come to camp adequately prepared to guide and counsel these ex-servicemen.

One of the most difficult tasks facing employers will be that of placing disabled veterans and their vocational adjustment. Limited space prevents elaboration of this question here. Suffice it to state that employment of the disabled requires selective placement—a careful matching of the physical requirements of the job to the physical capacities of the worker.

Responsibility of the Field of Social Work to Returning Veterans

To date, relatively little attention and effort has been devoted to the employment of veterans as camp counselors, group leaders or social workers, and the conversion of their military skills and aptitudes to camping or social work or community leadership. The successful employment of veterans and their readjustment to civilian life is the responsibility, at least in part, of social agencies—as it is of the fields of industry and government. It is only through sympathetic, intelligent understanding and proper coordination and planning on the part of all concerned—community, industry, government and social agencies—that the great majority of returning servicemen can take their deserving place in society as useful and valuable members and citizens. It is going to take patience and fortitude, humane counseloring, tact and careful planning to give the veterans a responsible place in community life and make them feel sincerely that they are wanted and needed.

"Around the Clock in Song"

(Continued from page 71)

sings, mixed musical programs in churches, special musical programs during church services, (all on the theme "Worship Through Music") tower music recitals over the tower amplifiers in churches, the P.T.A. and school music programs, programs given at clubs either for the membership or for the public and several radio programs.

Main Event

But the biggest event of Music Week, the one most truly community-wide in nature, was the pageant. "Around the Clock in Song," written especially for the occasion by Miss Helen L. Miller, who writes and directs a children's program over York's WSBA, is the author of children's poems, stories and plays and of numerous other pageants. The pageant was directed and narrated by Otis B. Morse, Program Manager of WSBA, and an active member of the York Little Theater.

The curtains opened for the pageant to show a simple and effective background. A beige backdrop threw into relief a great clock designed by a junior high school art instructor. As the pageant progressed the huge hands of this clock were moved about its face to show the passing day. On either side of the clock hung large musical symbols done in purple.

The Theme and Its Variations

Miss Miller took as her theme the story of life during one day in York. The pageant opened with the awakening of the city at 6 A. M., illustrated by *Oh, What a Beautiful Morning,* sung by a soloist and an industrial chorus. The narrator told of the beauty of a day in America, and there was another chorus number.

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The hands of the clock were moved to 7 A. M. and industry was shown beginning its morning shift, with a number by a second industrial chorus. Then at 9 o'clock the opening of the schools was illustrated by a first grade toy symphony orchestra, a grade school chorus and a teen-age octette. The significance of music during the noon recess was shown in song and dance by a third industrial plant chorus. The clock moved on to 2 o'clock when the women of York were busy with their volunteer activities, with music by the nurses' chorus of the city hospital.

At 5 still a fourth industrial chorus appeared, followed an "hour" later by a fifth. At 8 P. M. "Down at the T.A.C." was enacted by eight members of the Teen-Agers Club, the T.A.C. orchestra and the T.A.C. chorus. An industrial chorus again appeared at 9 o'clock, then at 11 the Matinee Musical Club presented a twenty piano ensemble, the pianos being lent for the occasion by the Weaver Piano Makers of York. As finale, the piano ensemble and the combined choruses of 350 voices, all massed on the stage, presented a "Salute to the New Day." All of the groups and individuals with a part in the pageant were given recognition in the program.

To accommodate the largest possible audience, the pageant was staged in the auditorium of the city high school, which seats 1,700. Heretofore adequate, the seats last year were filled to capacity and hundreds of spectators stood in the aisles and rear and other hundreds had to be turned away.

This was for a single event during Music Week. The Kiwanis concert attracted 1,300 people two nights earlier in the same auditorium, and the churches and organizations staging musical programs also reported great success.

There was over-all community cooperation for the celebration. In addition to the newspapers and radio stations, the churches, schools, war plants and clubs and organizations gave "plugs" to the various Music Week events and, not least important, nearly every store and restaurant window throughout the city and its environs boasted a Music Week poster. These are some of the reasons Music Week was a success in York — it couldn't miss.

Two Heads Are Better Than One—and More Fun

(Continued from page 89)

others, and the sponsoring of a flower show or handcraft sale in your area (they're art, too) public-spirited individuals will want to give you assistance. If you find your expenses mounting beyond your receipts, buy a painting from one of your members and auction it off. You'll probably get as much as you need or more.

Exhibits

After painting a little, you'll want to see some paintings by other artists. You can learn a lot from them. If no art gallery is near your town you can do yourself and your community a service by sponsoring an exhibit by practising artists. It needn't cost you a cent. First find a location. Hotels are usually willing to give space. Write to the art teachers or semi-professionals in your area offering to show their paintings—better limit the number per exhibitor—provided they pay transportation and a dollar entrance fee. The fee will meet the expenses. To entice them, tell them you will have a balloting of the "popular choice." If you can arrange to have the exhibit nearby when a meeting or convention of some group is being held, you can offer further inducement. Be sure you give proper care and protection to the entries. You could charge an admission fee to the exhibit but that wouldn't be in the spirit of your organization—a chance for anyone and everyone to enjoy art.

Does any of this sound impossible? It isn't. It has all been done. In one small community a group was organized just as described here, and within two months was flourishing like the proverbial bay tree. Without effort, the membership had grown to thirty, insuring at least a dozen people for each meeting. And that's quite a good-sized group to be working in one room at a time! Plans were made for a series of exhibits—one for almost every month—for the first year. The club arranged a lending "library" of their paintings for the public schools nearby. Some of the beginners even sold pictures! Best of all, they realized all the delights that Mr. Alger promised and more.

These pleasures are waiting for you, too. Find your comrades-in-spirit. Get going.

The Rec—A Year Old Child of Promise

(Continued from page 77)

committee convenes monthly also, and from it fifteen members five are selected to meet with the senior group.

Rules and Regulations

Definite membership regulations and house rules were established. Membership is limited to persons under twenty-five years of age and higher than the eighth grade in school. No one who is not a member can vote for junior committeemen.

A membership fee of one dollar is charged each high school student if he lives in the borough. The charge for out-of-town high school students is two dollars. In-town graduates pay two dollars also and out-of-town graduates three. These are annual fees. Persons who are not within the age requirements are not necessarily barred from the Rec but are called guests and asked to sign the guest registration book when they visit the hall. By this token, many returning servicemen were entertained.

Local individuals and corporations that give $50 or more for the Rec are considered associate members of the Council. Persons and organizations performing service are called honorary members.

The Youth Council now has in its possession copies of the Pennsylvania State Commerce Board's regulations pertaining to recreation. The Council wants to start the borough on its way to inaugurating a recreation commission to handle the needs of everyone in the community. Foremost in mind is the building of a center to house service club rooms, a library, a gym, a swimming pool, hobby workshops, and game rooms.

The Lansdale Youth Council is now benefited by the Community Chest fund and is represented on the town war memorial committee. It has its own definite ideas as to what kind of memorial should be erected in a town where, although vast improvement has been shown, recreational facilities are still sadly under par.

In twelve months of operation and 34,346 members and guests entertained, only five individuals were reprimanded for breaking Rec house rules. And, what is more important to the citizens of Lansdale, the juvenile delinquency rate dropped from 101 cases in 1944 to 28 cases in 1945.

The Rec is strong on its first birthday and looks ahead to another good year.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Beach and Pool, March 1946

Swimming's a Family Affair!
A Pool for Salinas

Holiday, April 1946

"Go Ahead, Make Them a Story, Daddy," Carl L. Biemiller
Hare and Hounds, Russ Davis

Camping Magazine, March 1946

They're Camping in the Valley, Hugh Hoss
Have a Master Plan, Bradford G. Sears
Is Nature Work a Knotty Problem in Your Camp? Dorothy Bliss

Parents' Magazine, April 1946

Plan Your Summer Program Now

PAMPHLETS

Handbook on Shotgun Shooting

Sporting Arms and Ammunition Manufacturers' Institute, 103 Park Avenue, New York City

Official Trapshooting Rules of the Amateur Trapshooting Association

Amateur Trapshooting Association, Vandalia, Ohio

Fitness for Today . . . and Tomorrow

Canadian Physical Education Association, Winnipeg, Canada

Recreation—A Key to Good Community Building

Monongahela Power Company, Fairmont, West Virginia

Wisconsin Recreation Association Bulletin, March 26, 1946

Wisconsin Recreation Association, Secretary's Office, 3841 W. St. Paul Avenue, Milwaukee 8, Wisconsin

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The Community Job Master

(Continued from page 75)

instance, she heard that a neighbor needed to go to a hospital for an operation, and telephoned her, asking what plans were made for the children. Receiving the reply, "I guess they will have to go to my mother's, but she is not at all well," Mrs. X called another neighbor, who volunteered, "Why, I'll gladly take care of them for a few days, and then we can work it out further."

By this wholly informal method, and without undesirably mixing into other people's business, Mrs. X has become job master of her community. People turn to her almost as if she were a public employee. She has interested a few of her friends in similar work. One of them makes it a point of keeping in touch with the teachers and principal of the high school and learning of any high school girls who seem discouraged or troubled. She then finds occasion to invite such a girl to her home, perhaps two or three times, discovering, if possible, whether there is any service an older friend might render.

Whether formally organized or not, in many communities there is room for the job master who will bring together the community worker and the job. The English book *Fellowship Principles and Practice* suggests this course for churches:

"Why should not each church have its 'job master,' to find jobs for men and men for jobs—or more than one where there is strong life and no dearth of members whose services might be enrolled? May we not look to the time when there will be a united team of men and women with such responsibilities, covering all the churches and other Christian societies of the neighborhood, with regular means for surveying together the needs of their neighborhood, and recognized opportunities for bringing those needs home to the consciences of the churches and societies they represent."—Reprinted by permission from *Community Service News,* January-February, 1946.

New Publications in the Leisure Time Field

The Play Party Book

Edited by Ed Durlacher. Pictures by Arnold Edwin Bare. Devin-Adair Company, New York. $2.50.

MR. DURLACHER has brought together thirty-seven singing games for children which Mr. Bare has illustrated with charm. The carefully selected games and the colorful drawings would in themselves make *The Play Party Book* a highly desirable addition to any library—private or "institutional." Add to these factors, however, the simple piano arrangements which accompany each of the games and the book becomes a "must" for anyone whose job indicates the use of these traditional materials. The music is written without recourse to multiple sharps and flats (one of either is the limit) and so that "it may be easily played, sung, and danced to." Recommended.

Careers in Social Service

By Evelyn M. Steele and H. K. Blatt. E. P. Dutton, New York. $2.75.

THERE ARE FEW PEOPLE working with young people who are not at one time or another called upon for information or advice about careers. To them Dutton's Career Books are valuable references. This latest in the series which surveys the field of social service was prepared by the authors in collaboration with Vocational Guidance Research. It deals, among other things, with such pertinent factors as prerequisite education and experience, salary ranges and personality qualifications for many positions in the wide field of the social services. A section on the "National Recreation Association, Inc.," quotes from *Recreation Leadership Standards.*

Pay Dirt

By J. I. Rodale. Devin-Adair Company, New York. $3.00.

PAY DIRT is a book about "farming and gardening with composts" which might well come under the heading of "a controversial subject." Whether you are on one side of the fence or the other, or whether you prefer to remain astraddle like the traditional Mugwump you will, if you are an enthusiast for growing things, probably want to read this book. It is, according to the publisher, "the first book devoted completely to this way of farming and gardening to be written and published in the United States."

How to Make the Varsity

By Stanley Pashko. Greenberg: Publisher, New York. $2.50.

THIS BOOK is addressed primarily to the high school athlete. It is a discussion of the equipment, techniques, fundamentals, strategies, physical requirements, training, and sportsmanship that go into the making of top flight athletes in football, baseball, basketball, track. There is a general introductory chapter of advice calle "Making the Varsity" and a final chapter on "Health an Training."

Treasury Series

A Young Boy's Treasury of Things-to-do. A Boy' Treasury of Things-to-do, A Little Girl's Treasury o Things-to-do, A Girl's Treasury of Things-to-do, b Caroline Horowitz. Hart Publishing Company, Ne York. Each $1.25.

THIS GRADED SERIES OF ACTIVITIES for boys and girl from 6 to 9 and from 9 to 12 are valuable becaus they bring together in one series tested activities fo youngsters to do singly or in groups and because the require only the simplest materials, for the most pa common articles found in every home. Each of the serie is carefully illustrated and in each the explanations ar clear and simple.

Tumbling for Students and Teachers

By Samuel F. Harby. The Antioch Press, Yellow Spring Ohio. $.75.

THOUGH THIS IS NOT A NEW BOOK it seems worth men tioning because of the increasing interest in tumblin as a part of a recreation program. The booklet is a care ful study of tumbling for individuals and pairs from th elementary through the expert stage. It contains section on the adaptation of tumbling techniques for childre and for girls and on the best ways to present a tumblin show. It is illustrated with photographs and with "stick figures which are used diagrammatically to demonstrat stages in a tumbling stunt.

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The State Government in Recreation

THRILLING IS THE STORY of what we the people do for ourselves in recreation through our State governments. Varied is the pattern. Natural has been the growth. Very largely what has come has grown out of spontaneous leadership from within the States.

Even the very considerable and substantial central State recreation developments in North Carolina and Vermont have largely come from leadership within the State.

Our State governments are fairly close to us. We feel as if we might have a hand in changing programs. The very fact that the area is smaller makes it easier for us to grasp what goes on. Yet the State of Virginia is as large as Italy, the State of Texas as large as all of the old Germany. In other words, the planning of the recreation in many of our States is like planning for a European empire.

Very little has been written about this astonishing development; it has been scattered in forty-eight States. The romance and the adventure of the building of the truly great State programs has not been much told. The account of what is being done, what has been done in a comparatively brief period of years in building local city government areas, programs and facilities quite naturally is fairly well known, for this is so close to us all and has daily space in our newspapers. The time has now come when we should all know much more about our State government programs. Think of a State like South Dakota, with two million dollars received from hunting and fishing licenses alone in a single year!

Whatever may happen in localities and in the nation it is now clear that State governments in the United States are to have a large part in the recreation picture, that the people themselves wish it so, that the people themselves are prepared to see continuous, generous, substantial support of State government recreation programs.

This growth in State recreation is fairly general, is not confined to any one section of the country.

In studying what has been done and what is needed in recreation much attention must be given to State governments and to their relation to local communities.

I for one, as an American citizen, am proud of what our States have done and are doing in recreation.

HOWARD BRAUCHER

June

Courtesy U.S. Department of the Interior

Yosemite National Park was the first State park

State Agencies and Recreation

It would not be possible in one issue of one magazine to give an all-inclusive picture of all the recreation services being given by all State agencies in all the States of the Union. This bird's-eye view of how certain of these agencies in thirty-five of those States are serving the cause of recreation is designed to suggest the enormous possibilities in the field and the various ways in which the States are setting about to realize those possibilities through the agencies of the people.

State Parks

WHAT IS NOW our world-famous Yosemite National Park was really the first State park in the United States. The Yosemite Valley and the Mariposa grove of big trees were given to the State of California for "public use, resort and recreation" by an Act of Congress approved June 30, 1864. Subsequently this area was returned to the Federal government for addition to the National Park that had been established in about 1890.

From this beginning State parks have grown to a total of over 1,000 individual properties in all of the States with a total of well over 4,000,000 acres, an area about equal to the size of the State of New Jersey.

Attendance at State parks during the war dropped from 96,000,000 in 1940 to almost 40,000,000 in 1944, but there is every indication of a tremendous increase in the postwar years. In Florida, for instance, five of the seven State parks had the highest attendance in March 1946 that they have had in any March since the parks have been open. Predicted attendance for the month was 16,000, but actual attendance was 17,682.

What are State parks providing in the way of recreation for the people who visit them? What do State parks really mean to the people?

The various States differ in what they offer people in their parks, and parks within a State have different potentialities. In New York a State park may mean Jones Beach which features bathing in the Atlantic Ocean as well as in fresh water pools, a long boardwalk, surf fishing, open air entertainments and dancing, opera, all kinds of games, and restaurants for those who get hungry in the open air. Also in New York a State park might mean the Adirondack Park, the second largest preserve in the United States. Camping, fishing, canoeing, boating, hiking, skiing, are some of the activities that attract hundreds of thousands to this area every year. And between the wilderness areas of the Adirondacks and the boardwalk of Jones Beach, New York and almost all the other States have parks with no limit of interest to those who want to get away from the city. There are State parks to go to for a picnic, a baseball game, a 20-mile hike, a 100-mile canoe trip, a fishing or hunting expedition, a cooling and invigorating swim, an over-night camping expedition by a group of boys or a week-end camping trip for a family, an automobile ride in the shade of thousands of trees or an afternoon of sunning on a beach. And more and more it is possible to find recreation leaders in State parks to help those who wish to call upon them to enjoy more fully the hours that can be spent in recreation.

Just this spring a Supervisor of Recreation was employed by the Division of Lands and Waters for the State parks in Indiana. In addition to a full-time camping worker, the Division of State Parks in Tennessee has also the services of a Recreation Planner whose salary is paid by the Tennessee Valley Authority. Michigan, last fall, changed her Division of Parks to the Division of Parks and Recreation and appointed the first chief of this new Division. New Hampshire has a Director of Recreation in the State Forestry and Recreation Department. These workers all give year-round service to recreation in State parks. There are doubtless many others. And during parts of the year there are a great many people who serve as recreation leaders in the State parks.

In one State there was criticism of one recreation worker because he tried to regiment people too much. People who were quite happily engaged in an activity were disturbed by the leader who wanted them to try some other activity in which he was particularly interested himself. Such over-

zealousness is not in keeping with the spirit of a recreation program, and most recreation workers are very careful to make sure that people are left free to follow their interests.

Activities in State Parks

Indiana State Parks have for years carried on one of the best naturalist programs in the United States. The program is at present largely limited to the summer season although eventually some activities will be carried on throughout the year. Six areas had naturalist services during the summer of 1944. Trailside museums are now maintained in three parks, and it is planned to extend the museum and naturalist services to all major parks in the State Park System. The public response to the naturalist program has been most gratifying to the officials directing the work of the parks in Indiana.

Courtesy Long Island State Park Commission

New York's Jones Beach

Just before the war, North Carolina conducted an intensive nature recreation program with forty workers, including nine naturalists. Through school cooperation and the use of school buses, children were brought to the parks during the forenoon for a day camp program. This experiment had been tried in one park the year before and had been so successful that the program was extended to other parks.

A summary of nature programs and leadership in State parks in the last normal year before the war showed fifteen States providing nature trails or some kind of nature guidance and frequently both. No doubt some of these programs have not been continued during all the war years, but some kind of program can be expected again, at least in these States.

Camping, another very popular activity in State parks, is popular in Indiana and more and more rural groups are taking advantage of camping opportunities. Demands for camping accommodations by families and by large and small groups have increased. All State parks in Nebraska are provided with cabins and other facilities for camping. Three of the seven parks have facilities for group camping, and these facilities are used to capacity during the summer by 4-H Clubs, Boy and Girl Scouts, settlement house groups, and others.

In addition to providing for the major sports, Indiana has also made provision for minor sports, such as horseshoes, ping-pong, bicycling, croquet, badminton, canoeing, hay rides, archery, golf, shuffleboard. Possible also are craft work, community sings, square dances, illustrated nature lectures. At one of the parks a substitute for a hay ride is a cowboy chuck-wagon trip into the hills with a cowboy escort and a supper cooked from the chuck-wagon provisions, cowboy-style, in the woods.

During one week end, as many as 10,000 people have flocked to the Grayling Winter Recreation Area in Michigan. The area is operated by the Division of Parks and Recreation and features a ski

tow, toboggan slides, skating ponds, foot trails. The area is not designed for professionals but for people who just want to have a good time in the clear winter air.

Ohio is another State which has made a point of winter sports in State parks. Skiing, skating, tobogganing, and hiking, as well as fishing through the ice are some of the activities that are popular in the parks of that State.

There are twenty-three recreation lake areas in Ohio ranging in size from 15 acres to 15,500 acres. Parks equipped with simple facilities surround these lakes. One of their purposes is to provide water sports. The State Legislature has appropriated $1,000,000 to the Conservation Department for recreation programs in lake park areas, according to a report received early this year. Many of the lakes were originally feeders for Ohio's extensive canal system begun in 1825.

Annual pageants are held in several of the State parks in Minnesota. The first such pageant was inspired by the one hundredth anniversary of the discovery of Lake Itasca as the source of the Mississippi River. Communities as well as Indian Reservations participate in these events.

Many schools close to State parks in New Jersey are conducting day camp programs in them

It has been reported that in one State there are no swimming pools in any of the public schools of the State. Furthermore, the number of pools being operated by community park and recreation authorities is very limited. Yet every one of the State parks has facilities for swimming. In this State, at least, State parks are among the few places where swimming and other water sports can be enjoyed.

State Park Attendance

In spite of a general low attendance at State parks in 1944 because of the war and the restrictions on travel, a great many States reported that cabins in the State parks were booked to capacity throughout the season. In Texas consideration was given to the availability of State parks in locating camps and war plants with the result that most of the Texas parks served a large war population.

In New Hampshire people went to parks on bicycles and afoot. One industrial group of 500 chartered a train and coal cars, installed wooden seats, and rode to within walking distance of the park. People who got to parks somehow in the war years will be getting to them again. Statistics are not yet available for last year, but State park people expect all records to be broken this year In New Jersey it was reported that as early as October, 1945, people had signed up for cabins in one of the parks through Labor Day, 1946.

Future Plans

What are some of the plans for State parks? Some time ago Illinois announced a $7,000,000 program for construction, improvement and development of State parks. More than half of the program was in the blueprint stage to be launched as soon as the war ended, and when the total program has been completed there will be at least one State park within fifty miles of every Illinois community.

The Illinois Legislature has approved an appropriation of $1,100,000 for the acquisition and development of new areas and an operating budget of $1,031,703 for the biennium ending June 30, 1947.

Tennessee is following now a ten-year plan which provides for a recreation area within fifty miles of every Tennessee home.

Air view of Jones Beach

The plan takes into consideration program as well as general park development. The State is working in cooperation with the TVA and with various other public and private agencies. The Division of State Parks is trying to give the maximum use to the people without building more facilities than it can afford to maintain adequately.

The new budget being submitted this year for the Division of State Parks in Kentucky calls for an increase in budget from $40,000 last year to $450,000 this next year. Most of this amount will be spent for development of areas and facilities, but more than $75,000 will be set aside for operation. There is an item in the budget for a new Supervisor of Recreation on State parks. The TVA has transferred to the State of Kentucky 1,300 acres of property on Kentucky Lake, the largest of the TVA lakes, on the condition that this property be developed for recreation purposes.

Courtesy Virginia Conservation Commission

Virginia's Douthat Park

Indiana's Department of Conservation is planning for a State park within thirty-five miles of every resident of the State. Ten additional parks are already planned to bring this program to completion. A postwar program in Iowa has been outlined which will cost $28,000,000. Tennessee has a $2,000,000 postwar program.

Louisiana has developed a postwar State park capital improvement program to acquire four new sites and develop four existing areas. Over $3,000,000 is planned for the acquisition of the new sites and almost $1,500,000 for developing the existing areas. This program is to be carried out over a period of from three to five years and when completed should provide a state-wide system of developed recreation areas.

With the addition of one more major State recreation area in the panhandle section of Oklahoma, the system of major areas, one within a fifty-mile radius of any family in the State, will be completed.

One more area is needed to complete the State park system in South Carolina. With three seashore State parks, South Carolina has more than any other State on the Atlantic seaboard.

According to plans in Ohio it will soon be true that the travel distance for any family to some State recreation area, not necessarily a State park, will be not more than thirty miles. Plans are to increase from twenty-four to thirty-six the number of State parks in Ohio, including one 11,000 acre area on the shores of Lake Erie, the first lakeshore park to be established in Ohio.

Alabama has announced a program of postwar State park additions and improvements exceeding $1,600,000 depending upon the availability of State and Federal funds. Swimming facilities, cabin and hotel accommodations are the principal needs on the facility side.

The Superintendent of State parks in North Carolina has advocated State parks as war memorials.

Recent legislation authorizes and directs the California Department of Natural Resources through the State Park Commission to make surveys to determine what additional lands are necessary for a well-balanced system of State parks. The sum of $15,000,000 was appropriated for acquiring lands for public recreation purposes including ocean beaches, tidewater bays and inlets.

Acquisition of Park Areas

It is interesting to note where State parks have come from in recent years. New Jersey, for in-

stance, has received approximately 54,000 acres in the pine section of southern New Jersey as gifts of tax delinquent land from various townships of the State for State park purposes. The old Delaware-Raritan Canal is being reconstructed for recreation as well as industrial use through an appropriation of $125,000.

In February this year the Michigan Legislature appropriated another $750,000 for the Southeastern Michigan recreation program. An area of 100,000 acres is being acquired within fifty miles of Detroit. About a third of the land is now in State ownership. Although Michigan owns almost 5,000,000 acres of land, largely acquired through tax delinquency, all of it available for all types of outdoor recreation, it is from 150 to 500 miles from the large centers of population. The new Southeastern area will be open to hunting and fishing, picnicking, camping, bathing, boating, canoeing and winter sports.

A third of the funds necessary to purchase Gillette Castle, the residence of the late William Gillette, the actor, was raised by the Connecticut Forest and Park Association from donors. The balance of the money required for establishing this new State park was appropriated by the State.

The Division of State Parks in Tennessee was created at a very opportune time and as a consequence it has a system of fifteen excellent areas without much outlay for lands. The TVA has transferred certain well-developed areas to the Division. Three Recreational Demonstration Areas, well-developed for recreation by the National Park Service, have been deeded to the State and must be used for recreation. All State forests primarily suited for recreation have been placed under the jurisdiction of the Division of State Parks.

The Department of Forests and Waters in Pennsylvania has set aside sixteen well-known public playgrounds within the boundaries of the Pennsylvania State Forests for exclusive use as parks. The areas comprise over 18,000 acres in all. The effect of the transfer is that these areas become State parks under the exclusive jurisdiction of the Park Bureau of the Department, whereas heretofore the areas were managed as forest lands.

Any county in Indiana owning a tract of land containing at least 500 acres may convey it to the State for State park purposes and the Conservation Commission is authorized to accept such land and to establish, develop and maintain it as a State park.

The Michigan Division of Parks and Recreation recently purchased the Edsel Ford estate which has a wealth of buildings good for camping and recreation programs. Money for the construction of a trailside museum to cost $40,000 was recently given to the Division.

Will Rogers State Park, an area of 186 acres on the home ranch of the humorist in Los Angeles, was accepted by the California State Park Commission as a gift from Mrs. Betty Rogers just before her death. The property is valued at $550,000.

A ghost town became a State park in California when a bill was approved by the Governor appropriating $50,000 to be matched by private funds to acquire land and structures in the old business section of the town of

Westmoreland State park, Virginia

Courtesy Virginia Conservation Commission

Columbia. Columbia has been designated the most authentic and best preserved of all of the old mining towns. In California, too, a city (Long Beach) operates a State park (Alamitos Beach State Park).

A development of the Recreational Demonstration Areas has helped many States to improve their State park resources. Under the sponsorship of the National Park Service forty-six of these areas in twenty-four States, totaling nearly 400,000 acres, were acquired in 1934-35 as part of the Federal program of retiring submarginal lands. Except for a few of the areas which were intended for addition to the National Park Service, all were selected and developed under agreement with the State conservation authorities whereby the States would accept them for administration when authorized by appropriate legislation. Twenty-five of the areas, in whole or in part, with a total of 155,845 acres, have been transferred to the respective States. Seven additional areas in California, Kentucky, Missouri, Oregon, and Virginia are available for transfer as soon as the States are ready to accept them.

The areas were developed through the facilities of the CCC and WPA programs primarily to provide facilities for organized camping. Facilities for such activities as picnicking, fishing, hiking, swimming, and informal recreation were also provided wherever practicable and where there were funds available.

This article opened with a gift of a State Park to California from the Federal government. It closes with a gift of a National Park to the Federal government from the State of Texas. The area to be known as Big Bend National Park, 700,000 acres in all, was bought by the State of Texas for about $1,500,000 and was conveyed recently to the Federal government in these words: "The State of Texas in consideration of the United States of America agreeing to establish, develop and maintain the area herein described as a National Park, to be known as the 'Big Bend National Park' for the use of the public for recreational park purposes, under an Act of Congress, approved June 30, 1935, has granted and conveyed and by these presents does grant and convey to the United States of America for recreation park purposes all these parcels or tracts of land, . . ." Thus for the first time in a deed transferring property from a State to the Federal government for a National Park is the word "recreation" used.

Extension Services

BETTER ECONOMIC, cultural, social, recreational, and community life among people living in farming areas in the United States is the goal of the Agricultural Extension Service. This cooperative movement is jointly administered and supported by the Federal Department of Agriculture, the land grant colleges, county governments, and, in some States, farm organizations. The Smith-Lever Law of 1914 is the basic law establishing the service.

In about 1921 emphasis began to be given to recreation in this program. County agents reported in 1933 that 14,000 communities were developing recreation activities. The Federal staff of the Extension Service is relatively small. In one prewar year, the staff numbered only fifty apart from the clerical workers. The great bulk of the staff of rural extension workers therefore is composed of State, county, and volunteer workers.

The Rural Recreation Service of the National Recreation Association during fourteen years of cooperation with the Department of Agriculture and the State colleges of agriculture trained almost 80,000 volunteer leaders in 1,785 institutes in all the States of the Union. During the fourteen years the number of States with workers giving some time to recreation activities grew from three States with part-time workers to fifteen States with full-time workers and seventeen more with part-time workers.

The 4-H Clubs are an important part of the program of the Extension Service. There were 1,700,000 members of more than 80,000 4-H Clubs last year and 1,700 4-H camps with an attendance of 150,000.

This summary, of course, relates to the part that State colleges of agriculture are playing in the Agricultural Extension Service in helping to take recreation to people in the rural areas of the States.

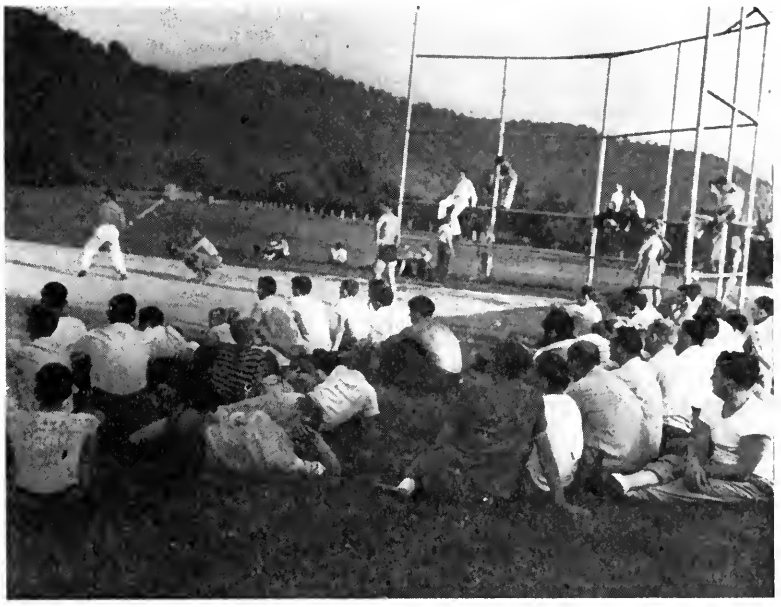
It is now more than fifty years since the New York State Legislature appropriated $8,000 to the New York State College of Agriculture for carrying on extension work in the State of New York. This action preceded by a good many years the Smith-Lever Law of the United States Congress. This early New York appropriation made a specific recommendation in favor of nature work in the State's rural schools. Ever since that first appropriation Cornell University has recognized an

obligation for off-campus service in the rural areas and the rural schools.

Two people are giving full-time service to recreation extension in the College of Agriculture, Ohio State University. One member of the staff of the Department of Agricultural Engineering has been assisting farmers in the construction of farm ponds. These ponds serve not only for watering animals and for fire emergencies, but for such recreation activities as boating, fishing, and swimming right there on the farm. During 1945, 118 ponds were laid out by this staff worker.

The School of Agriculture at Pennsylvania State College has taken steps for the employment of a person for the position of rural recreation specialist in the extension service.

Iowa State College employs a drama and recreation specialist whose time is spent out in the field meeting with groups of all kinds and helping them with recreation programs. Another interesting phase of the Agricultural Extension of Iowa State as related to community recreation is the setup for community planning. Townships are divided into areas two miles square with an appointed volunteer leader in each of these areas. The leader and those helping him analyze the rural community on the basis of ten elements—government, education, religious life, recreation, health, home activities, farm industry, trade services, conservation, and community organization. This differs from other types of rural planning in that it deals with all that enters into community life in a local area. After the self-analysis has been made the question of kinds of program needed in the area is given careful consideration. In many instances a neighborhood spirit seems to spring from the joint efforts within the community planning area.



4-H Camp at Jackson's Mills, West Virginia

Square dancing out-of-doors

Courtesy Tennessee Department of Conservation

The forestry extension worker in Nebraska is particularly interested in setting aside woodland areas for rural people,

whether they be termed "community forests" or "farm forests."

The Kansas Agricultural Extension Service through its recreation specialist has helped to advance drama, music, games, handcraft, and community center activities. In a recent year fifty communities were organized for recreation center work. The Sears-Roebuck Foundation recently announced a gift of $25,000 for a 4-H Club Camp for Kansas to be built when materials are available, the site for the camp to be donated by the State. In 1940 all departments of the college were asked to reduce their budgets. The recreation specialist was listed as a service that might be eliminated. The letters which poured in, however, after the resignation of the specialist resulted in the sending of a telegram to the worker asking her to return immediately.

During 1944, 1,630 recreation leaders and prospective leaders in Wisconsin took part in county recreation schools or laboratories sponsored by the College of Agriculture of the University of Wisconsin. The purpose of the schools was to share ideas, experiences, and skills so that those in attendance might go back to their communities with new enthusiasms, new skills, and clearer recreation objectives in mind. There is a Wisconsin Recreation Leaders Laboratory Association now which has been incorporated.

More than 30,000 young people have enlisted in the nature program which "Ranger Mac" has promoted over the radio. This Wisconsin 4-H Club leader received an award in 1943 for his accomplishments in the field of nature education by radio. He has given much time and effort to the establishment of community forests, particularly as related to schools, in cooperation with the State Forests and Parks Division. There are 212 such forests in the State.

There are three special workers or artists in residence at the College of Agriculture of the University of Wisconsin doing special work in the fields of arts and crafts, drama, and music. These specialists have no classroom responsibilities but spend all their time in small communities or rural sections.

So great has been the demand for the employment of another Recreation Specialist to continue the work done by a previous worker, that the University of Connecticut Agricultural Extension Department plans now to employ a specialist for rural work.

Massachusetts State College has two Recreation Specialists.

The Extension Service in West Virginia has a camp at Jackson's Mills which gives special emphasis to training for the 4-H program, with instruction in recreation leadership. For some time there has been an effort to establish a camp in each county, largely for 4-H clubs. This limited program has grown into a movement for a county and community recreation center in each county, to be available to groups of all ages and of varied interests. Already thirty-two of the fifty-five counties of the State have such sites in varying stages of development. The acreage of each camp varies from 40 to 200 acres, and in addition to their recreation activity program each area is a project in reforestation and park development.

During a recent year, 164 leader training schools and demonstrations with an attendance of over 25,000 people were reported by the two Recreation Specialists of the University of Illinois. The regular mailing list for the special publications of the Rural Sociology and Recreation Extension Section is over 7,000. The Section also has printed materials including plays and skits, games, organization methods, music materials.

A field recreation worker is employed jointly by the Kentucky College of Agriculture and Berea College. His work is done in the mountain sections and is limited to folk games and native dances.

There are two field workers in the Community Recreation Service at Louisiana State University.

The Extension Landscape Service of the School of Horticulture at Indiana is creating interest in home and grounds improvement through cooperative endeavors on public areas. Because of the lack of funds for such work, people in rural communities have been volunteering days each month to improve and make more attractive school grounds, churchyards, and park and recreation areas, and the interest has carried over to their own homes. The Landscape Service is advocating a minimum of fifteen acres for rural school grounds.

At Purdue University the School of Agriculture is cooperating with the State Park and State Forestry Divisions in the preparation and printing of twelve manuals on various aspects of nature education and recreation suitable for children and young people. These manuals will be used by schools and other agencies in the popular presentation of natural science subjects.

In South Carolina 4-H Clubs are now called Community 4-H Clubs. Clemson Agricultural College owns three large camping areas which are available to these clubs and to other rural groups.

The Extension Specialist in Landscape Planning and Gardening at Virginia Polytechnic Institute serves Garden Clubs, schools, churches, farms, and more recently there has been a demand for his assisting small communities in the development of their recreation areas.

There are eight people altogether working on 4-H Clubs and with older farm youth in South Dakota. This staff has an unusual background in recreation with a nature specialist, an expert in Indian ceremonials, a craft instructor, and several music leaders. The 4-H Club camp program is carrying on at three 4-H camps in the State. Between corn-planting and haying last year, 2,150 different 4-H Club members were able to enjoy a few days at camp.

Conservation for Recreation

CONSERVATION has many meanings. To some people it will mean the supervising and protecting and preserving of practically all the natural resources of the State. Others will think, too, of historic sites and buildings. And to still others the word will have a meaning limited to protection and preservation of fish and game.

The States have varied greatly in what they have included in the duties of the Department of Conservation or the Conservation Commission. In some States, parks are administered separately. In others forests have independent administration. Eight States have no State department of conservation at all. On the other hand, Colorado has a Water Conservation Board, Kansas an Agricultural Conservation Committee, New Mexico an Oil and Gas Conservation Commission, Texas, a Railroad Commission supervising only oil and gas production, and Utah a Water Storage Commission. California and Maryland speak of Departments of Natural Resources. Nevada's conservation work is handled by the State Park Commission, Ohio's by the Department of Agriculture and South Dakota's by a Department of School and Public Lands. Four States have gone beyond the usual scope of preservation, according to the titles of their conservation agencies, with Departments of Conservation and Development, a Planning and Resource Board, and a State Planning Board.[1]

There are special articles on parks, forests, and planning in this issue of RECREATION and some developments under conservation commissions are described in some detail in one of those articles. There are, too, many developments in many States that would be worthy of detailing here if information about their projects were available as this article is written. The conservation activities described here are taken from reports in the files of the National Recreation Association.

The Pennsylvania Game Commission informs and educates the public through lectures by the staff, distribution of movie films to schools through the film library service, through displays and posters, and through encouraging the development of Sportsmen's Clubs—of whch there are 800 in the State. There are also many junior sportsmen's clubs which are called Conservation Clubs. Scores of bulletins on nature and conservation topics are given wide distribution in schools and generally throughout the State. The Fish Commission conducts a "School for Fishermen" at which free instruction is given in fly casting. The site of the school is known as "Fisherman's Paradise," and people are permitted to fish there only five times a year and then only with artificial flies and barbless hooks. Only two trout may be kept.

There is a school forest movement in Wisconsin which started about ten years ago with legislation —secured with the help of the State Conservation Department — making it possible for schools to acquire tax-delinquent land for school forests. Schools that acquired property were encouraged to plant trees and to endeavor to develop a forest area by good forestry practices. The areas are not yet used by science and nature groups, but there is hope that as the areas become more and more attractive and as the school nature programs improve the forests will serve wider recreational and educational purposes.

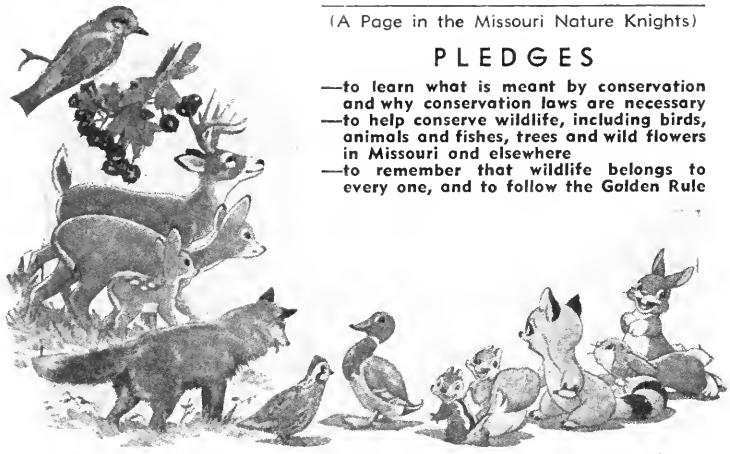
There has been great rivalry among the schools in Wisconsin. The towns of Merrill and Tomahawk have the two largest school forests in the country, both over 500 acres. In the town of Wausau the football team planted 25,000 trees in their school forest. In 1945 young people in Wisconsin planted 1,031,723 trees.

The New York Department of Conservation

1 *The Book of the States 1945-46.* The Council of State Governments, 1945.

has given encouragement to municipal and community forests.

The Cornell University Rural School Leaflet for March 1946 tells school children about conservation in New York. Starting out with a letter from a seventh grade girl who wants to know "all about conservation in New York" for a theme she is writing, the booklet goes on to give all the details with many illustrations. The answer to the letter was prepared by the Department of Conservation and is written out in long hand—all twenty-eight pages—to make it "a little more personal."


(A Page in the Missouri Nature Knights)
PLEDGES
—to learn what is meant by conservation and why conservation laws are necessary
—to help conserve wildlife, including birds, animals and fishes, trees and wild flowers in Missouri and elsewhere
—to remember that wildlife belongs to every one, and to follow the Golden Rule

Courtesy Walt Disney

Walt Disney's design for a Conservation Pledge card for Wisconsin youngsters

Planting fish —

The Rockwoods Reservation for Nature Activities, a gift of 3,200 acres to the State of Missouri, is to be used for the presentation of nature and conservation practices to children and adults, individually or in groups. There are two specialists in the area who not only act as guides but also respond to outside calls for information and make talks on nature subjects.

There are 40,000 "Missouri Nature Knights" in that State. There is no attempt to develop a program apart from other agencies. Conservation is fitted into the programs of all agencies concerned with education or recreation of young people. Walt Disney gave the Missouri Conservation Department a design for the enrollment card.

Game wardens in New Jersey give boys and girls in rural areas one-day-old pheasants or ruffed grouse to raise. A few months later the warden returns and buys back the mature birds at $1.50 a head to stock State hunting areas.

The wild life conservation program in Oklahoma includes the development of farm ponds. First emphasis is on water for stock, but there is also consideration of construction of the pond so that fish can be introduced. The pond is located, if possible, so that a picnic area can be set up near it. By the use of dams, 40,000 such ponds have been created. The Fish Department supplies the fingerlings without cost. In many cases these ponds have provided a source of income to the farmer, since he can grant fishing privileges to outsiders.

For good fishermen

Primitive hunting

Nebraska distinguishes between a State park and a State recreation area. Recreation areas are purchased out of hunting and fishing license receipts while State parks are purchased from appropriated monies. Recreation areas are not equipped with permanent facilities for camping but just with such structures as will accommodate hunters and fishermen.

The 150 game wardens of the Minnesota Division of Fish and Game are available to schools and clubs for lectures and for showing moving pictures and slides on conservation and nature education subjects.

Conservation Workshops have been held in a number of States. This year, just in the States east of the Mississippi, there are to be Conservation Workshops in twenty-one States under a variety of auspices. The Workshops are an attempt to help teachers to give better instruction to boys and girls so that they may be able to appreciate what is meant by conservation—protecting, extending, and replacing our natural resources.

The suggestion was made in Ohio that that State be made an "Estate" where all people might enjoy recreation. "Without conservation we will lose our industries. Without recreation we will lose our ability to carry on industry. With a well-rounded program of conservation, parks, and highway development we can enrich our lives and our bank accounts." The Conservation Division is sponsoring living war memorials. Ohio also has a Summer Conservation Laboratory financed by the Conservation Division but sponsored jointly by the Division, the Department of Education and Ohio State University. The Division controls the State's first public recreation area on Lake Erie, 1,200 acres of beach, marshland, upland farmland and woods.

The Ohio Conservation Commission has announced that three recreation lakes will be built this year. They are to be financed by general revenue. Seven headwater lakes, for which fishing license funds are earmarked, will be completed as soon as manpower and materials problems will permit.

The Division of Fish and Game in West Virginia is actively interested in recreation programming. A library of films and slides on birds, flowers, insects, game, scenic views is maintained for lending to organizations and interested groups. The Division cooperates in the sponsorship of an annual Conservation Camp attended by 200 boys and girls between the ages of fifteen and eighteen years. The object is to advance the wise use, including recreation, of natural resources. A comprehensive course of study units in conservation has been prepared for the Department of Education to be used in the public schools.

Kentucky's 5F Junior Conservation Clubs (furs, fins, feathers, forests, fields) started in July last year and at last report had a membership of 4,500 boys in seventy clubs. A growing demand for clubs for girls will probably result in their formation. The Fish and Game Department recognizes the importance of having varied types of sponsoring groups, Adult Conservation Clubs, a Sportsmen's Club, civic clubs, schools, recreation departments, and others. The use of volunteers is emphasized, and the Department not only provides specialists but endeavors to have a volunteer specialist on some subjects at each meeting of the clubs. There are plans to spend $25,000 on this program in the next two years.

The Governor of Kentucky has established by executive order a Division of Recreation in the Conservation Department. A bill providing an appropriation of $18,000 for the Department was passed by the 1946 Legislature. The Department already includes Divisions of Forestry, State Parks, and Soil and Water Resources.

There are about 900 conservation club organizations in Indiana with a membership of more than 130,000. About 500 of the clubs own properties valued at $600,000 which in many instances are being developed for local community recreation use. The Department of Conservation has been asked to give advice regarding the possibility of a reservoir lake and other recreation facilities in one county as a war memorial to boys from that county.

Young people from each county who have attended the conservation school in Illinois are beginning to organize Junior Conservation Clubs. Plans are to expand the school this year so that two from each county in the State can come instead of only one. The most important phase of the postwar program of the Illinois Department of Conservation includes setting aside or developing a lake in each county in the State, the primary purpose of which is to provide a recreation area in close proximity to the people for swimming, boating, hiking, picnicking, camping, and other kinds of nature activities.

Boys and girls who attend the Illinois conservation camp are selected by counties. Recommendations of school principals and faculty are studied

by county boards who give a written test on conservation to the boys and girls before selecting the winner. Candidates are recommended on the basis of leadership, service, scholarship, honor and character.

A boy and girl from each county attend the State Conservation Camp in North Dakota each year. The Eleventh Annual Camp was held last year. The county representatives are selected on the basis of ability as shown in conservation projects. Conservation camps are also held each year in North Dakota, South Dakota, Minnesota, Nebraska, Iowa, Oklahoma, and other States.

In North Dakota efforts are being made to establish many small areas instead of providing a few large refuges. A Junior Warden movement is being organized by the Fish and Game Department.

There is a recreation specialist on the staff of the California Bureau of Reclamation. He helps in the planning of reclamation projects so that recreation can have a place for the total picture.

The Wisconsin Fish and Game Division has one or two conservation rangers in each county to guide activities associated with nature. Popular booklets on native flora and fauna are prepared for free distribution. An unusual service is rendered by this Division. It pays farmers for any damages done to fences, farms, or crops by hunters This makes for good farmer-hunter relations.

The Wisconsin Department of Conservation has prepared a bulletin, "Programs and Projects for Junior Conservation Clubs," for the use of such clubs. Another interesting project has been the stocking of many lakes and ponds in larger cities for the exclusive fishing use of small boys who love to fish.

Both Wisconsin and Michigan have been leaders in the development of bow hunting both as a conservation measure and as recreation. Beginning in 1934 with forty archers registered in Wisconsin the number has grown steadily to a 2,000 average over the last five years. The number of deer killed in this manner has increased from one the first year to 146 in 1944, the last year for which statistics are available. In Michigan, of the 260,000 deer hunters in 1945, 3,000 were bow hunters. A number of other States are encouraging bow hunting both as recreation and as a conservation measure.

The "Williamston Plan" of cooperative game management has been successfully used in Michigan since 1929. The plan involves organization of neighboring farmers into conservation clubs. Their land is posted as a unit and hunters are admitted only by written permit. Each farmer is permitted a definite number of hunting tickets, and the tickets are given out to hunters who leave their cars in the farmer's yard while they are hunting. The Game Division of the Department of Conservation will help in the organization of the clubs, but the club remains entirely in the hands of the farmers. If the clubs comply with certain simple regulations of the Department, the Department will furnish signs for posting the land, cooperate in law enforcement, and aid in formulating game management plans for the area. In 1945, 168,592 acres were posted under the "Williamston Plan," though in the peak year, 1940, 512,949 acres were available to hunter guests.

Another State which has a somewhat similar program is Nebraska. Game Management Areas are posted by the Game Division where farmers are willing to cooperate. Hunters are required to ask the farmer before they start hunting, and in that way the farmer can regulate the number of hunters who use his property. The Division will also help farmers make game sanctuaries of waste land.

Iowa has a well-developed farm pond program. To encourage farmers to build ponds the legislature at its last session authorized the Conservation Commission to stock all farm ponds gratuitously if the ponds were constructed according to certain specified standards.

In providing maximum opportunities for outdoor recreation the Iowa Conservation Commission is convinced that the recreation program must be correlated with and become a part of a comprehensive land and water use plan that provides equitable distribution of benefits to agriculture, forestry, recreation, navigation, power development, public health, water supplies, and all other interests.

State Universities Have State-Wide Campuses

COLLEGES AND UNIVERSITIES have provided in varying degrees for the recreation of their students. The University of Wisconsin has probably been outstanding in this regard through the magnificent recreation program that is available at the Wisconsin Union.

But this article is not concerned with what colleges and universities are doing for their own students. It is interested in what the State universities, as agencies of the State governments, are doing for the recreation of all the people of the State. (The question of rural extension services is the subject of a separate article.)

There is no one pattern evident in the services which State universities are giving in this field. Why certain developments have occurred and not others is seldom clear. The important fact is that there have been developments extending the facilities and services of the universities beyond the limits of the campus and the formal student body.

Since this issue of RECREATION is about the States, there is no mention in this article of the activities of the private colleges and universities, which also play an important role.

The work of the music department at Purdue University, Indiana, is even more significant off the campus than it is on the campus. Women's choruses have been organized in eighty-five of the ninety-two counties of the State, and the membership in these choruses totals more than 3,000. Each chorus has its own volunteer director, and the directors are brought together periodically by Albert Stewart, the University's music director, for additional training. The choruses are organized for individual training and musical expression, but they also give musical assistance in community enterprises. Through Mr. Stewart's efforts, the Rotary Clubs of Indiana are sponsoring training classes for community song leaders, choir masters, and leaders of singing in organizations. This is a continuing program with classes held in different sections of the State under Mr. Stewart's direction. The University of Indiana is planning to cooperate in the establishment of a community recreation department in Bloomington. The University is to participate financially in the program so that there will be assurance that a well-qualified superintendent of recreation will be employed. The superintendent will work with the University and will use university students as leaders in some of his program activities. A person has already been employed by the University to give full-time, statewide service in recreation.

Pennsylvania State College assisted, though not financially, in the establishment of a community recreation program in the town of State College which will cooperate with the College by affording opportunity for students to take part in the leadership of community recreation activities. Several members of the staff of the School of Physical Education including the Dean himself frequently do extension teaching through coaching clinics, teaching classes in folk dancing or fly tying. The College has plans for the employment of a person to give recreation field service.

Arts and crafts in Tennessee

Courtesy Tennessee Conservation Commission

A series of non-credit extension hobby courses is available from Louisiana State University and includes such subjects as music appreciation, creative writing, astronomy, general woodworking, ceramics, and horticulture. In the Bureau of Dramatic Activities of the General Extension Division there is a dramatic library of 4,000 plays and many volumes on dramatic techniques which are available on loan to community and school groups. There are plans for the employment eventually of a field organizer and supervisor of dramatic activities.

Under the same General Extension Division there is also a Bureau of French Folk Activities. The purpose of the program of this Bureau is to preserve the language, culture, and traditional folklore of the French-speaking people who settled Louisiana. In many sections of the State there are people who speak French instead of English. About 125 traditional French songs, games, stories, and dances have been discovered and preserved, and many of the programs in the rural sections and in towns have been built around these folk interests. Since these people rarely came together for activities, the program started out by assembling the people to listen to broadcasts of the songs and music with a period for games, dances and similar activities following the broadcasts. Gradually the interest broadened to include organization of French clubs, and since 1942 the handcrafts of the Acadians have been emphasized.

Music camp at Rhode Island State College

The Bureau of Community Planning operates as a department of the College of Fine and Applied Arts of the University of Illinois. Its purpose is to stimulate interest in community planning, to carry on research in this field, and to make background surveys (but not master plans) pertinent to intelligent planning of communities in Illinois. The Bureau offers consulting service on planning procedure. The Bureau has had official relationships with about 150 communities on planning park, recreation, and similar services.

A member of the staff of the Department of Physical Education at Massachusetts State College has given valuable service to communities throughout the State by giving information on the construction, cost, and maintenance of swimming pools. The College, largely through the work of another member of the Department's staff, has given outstanding services in the field of winter sports. In the field of nature education Massachusetts State College is also preeminent. Dr. William G. Vinal (Cap'n Bill) extends his influence far beyond the campus of the College.

The Professor of Dramatics at Rutgers University has an interesting service available to any person in New Jersey. He lists the four best plays on Broadway and for a small service charge, plus the cost of the tickets, will furnish anyone in the State with tickets to all four. This service is greatly appreciated.

Any discussion of university drama extending outside the confines of the campus must, at least, mention Alfred Arvold of Little Country Theater fame at North Dakota Agricultural College and the late Frederick Koch of the Dakota Playmakers at the University of North Dakota and later of the Carolina Playmakers at the University of North Carolina. These pioneers have for more than thirty years been making drama an important part of the lives of people in the States where they have been active.

There is a Bureau of School and Community Drama in the Extension Division of the University of Virginia. Most of the Bureau's time is taken with selection of suitable plays for drama groups and in publishing the *Virginia Drama News*. Some field service, however, is given now and it is hoped that soon this will be expanded.

The Extension Division of the University of South Dakota has a Play Loan Library Service

Courtesy Purdue University

Home economics chorus in Indiana

supplying schools, clubs, and many kinds of groups with plays for production.

The Curator of the University of South Dakota Museum publishes a monthly *Museum News,* and for a nominal charge the Museum will send a collection of twenty-two common rocks of the State, each properly labeled, so that South Dakotans can study and learn the names of rocks found near at hand.

A High School Music Camp is conducted each summer on the campus of Rhode Island State College. This summer's camp will stress American music. The Division of Music also offers a service to church choirs, requested by ministers in the State. The service consists of an opportunity for choirs to sing and hear their efforts criticised. Research by the Division in music lore and folk tunes of the State has brought to light 172 different folk tunes.

The work of the School of Community Service of the University of Tennessee has resulted in the organization of the Association of Non-Professional Theaters in the State to help advance drama from a civic and recreation standpoint. About 200 groups are interested. There is also a library service which lends books on all subjects to individuals or groups throughout the State. A film service provides official government films and some others that the University has bought. The only charge is for shipping. Several publications have been prepared concerning recreation—*Recreation Handbook for Group Leaders; Manual of Adult Recreation, Games and Sports for School, Home and Community; The Smoky Mountains and the Plant Naturalist.*

Michigan State College has had three members of the music staff in the field for several years. Plans are being made to bring the number up to six.

Professor Edgar B. Gordon of the School of Music of the University of Wisconsin enrolled about 50,000 children in his radio music program. Professor Gordon has retired but he is retained on the staff of the University without any classroom teaching responsibilities so that he can devote all of his time to community music and to his radio program, *Journeys to Music Land.*

Two faculty members of the College of Letters and Arts at Wisconsin have no teaching responsibilities but spend their time stimulating interest in general science and music respectively throughout the State. Another faculty member is doing excellent work in communities with little theater and other dramatic activities.

For several years the School of Landscape Architecture at Ohio State University has promoted an annual Short Course in Highway Development, particularly from the standpoint of parks, recreation, and other aesthetic aspects.

The School of Social Administration at Ohio

State has a staff member with no teaching responsibilities. He gives service to communities and has helped several localities conduct local surveys.

The University of Delaware has adopted the principle of field service as a contribution to the development of community recreation. This program is being advanced on a very practical basis through arts, crafts, dramatics and music. A more complete story of the work of the Dramatic Arts Department will be found elsewhere in this issue of RECREATION. Traveling libraries are sponsored by the University Library.

The University of Minnesota General Extension Division offers a correspondence study course in art metal work which in addition to the written text for each of the lessons has a series of photographs giving details in pictures of the steps to be taken in completing each project.

The University of Minnesota's Department of Concerts and Lectures through its Community Program Service offers an unusual service to community organizations and schools which are looking for education and recreation programs for an evening or for a school assembly period.

The University of Kentucky Department of University Extension has a Bureau of Club and Community Service with a field worker who gives a good deal of her time to helping with the organization and programs of women's groups. This worker is also a member of the State Recreation Committee.

The University of Nebraska offers a number of services which have deep influence on the recreation of the people of that State. The Small Community Development Program tries to help small towns, not rural communities which frequently have had the benefits of help from Agricultural Extension workers. One emphasis in this program is an effective program of community recreation. The University has published a booklet, *Community Schools for Nebraska,* prepared by the Extension Division. One chapter is devoted to recreation.

Dr. M. A. Stoneman of the Extension Division is called on frequently to assist in surveys of local educational programs. His particular specialty is adequacy of buildings and grounds for a complete program. Since there is no supervisor of educational plants in the office of the Superintendent of Public Instruction he is called on by the Superintendent to give advice on planning and construction of new buildings. He has been very successful in encouraging communities to provide the facilities which help make school buildings community centers.

Music festivals instead of State music tournaments are sponsored by the Department of Music at Nebraska. The members of the staff of the Department emphasize in their work away from the campus music for all and not just for the few who can qualify for tournaments. A member of the staff has conducted more than a dozen chorus festivals during this last school year. Music contests are practically nonexistent in the State.

During June this year the seventh "All High School Summer Course" is being held at the University. It is attended each year by 150 carefully selected music students in the high schools of Nebraska. Interest in this course is so keen, and it has had such an effect on music in Nebraska, that this year the Department of Speech and Dramatic Arts selected fifty students for special training in radio, debate and dramatics. The 200 boys and girls live in fraternity and sorority houses, publish three newspapers, have a parade through Lincoln with their own marching band, and close the three-week session with a banquet at which keepsakes are given to all as reminders of a memorable occasion. Last year's keepsake was a list of the names and addresses of all the students and faculty members.

The All-State High School Music Festival is in its fifteenth year at the University of Iowa. The program is generally similar to the program for Nebraska which has already been described. In Iowa the festival lasts for six weeks instead of the three-week course in Nebraska.

The University of Nebraska has also become a center for much of the progressive art program in the State. A special donation provides about $4,000 annually for the purchase of works of art. Pictures from the University collection are available for loan throughout the State. Exhibitions are held in town auditoriums, churches, schools, and at county fairs. Nebraskans attend exhibitions in good numbers, are eager to keep informed about what is going on in art, and are rapidly developing the habit of buying art objects for their homes.

The University of North Carolina has a large part in the recreation services of the State to the people of North Carolina. In its Extension Division are Bureaus of Recreation and of Community Drama. The Bureau of Recreation was established about eight years ago to help advance the public recreation movement in the State. The ser-

vices of the head of this Bureau are now being made available by the University to the new North Carolina Recreation Commission which is described elsewhere in this issue. The Bureau of Community Drama is assisted by the Carolina Dramatic Association and by the Carolina Playmakers in furthering the recreation needs of the people through drama.

The Institute of Government conducted this spring an institute for public recreation officials in North Carolina city, county, and State departments. The Institute considered the legal aspects of recreation, finance problems, administration, leadership, areas and facilities, and activities.

Forests for the People

STATE FORESTS are generally more extensive in area and less intensively developed than State parks. State parks are as a rule primarily devoted to recreation use. State forests, however, allow managed use of commercial timber, forage, water, and mineral resources with recreation necessarily just another of these multiple uses. Individual uses such as recreation are given exclusive place on limited areas. It is important to note that recreation is not the principal reason for the existence of public forests as it usually is for public parks.

State forests receive less attention as places of recreation than State parks, but almost universally the States have opened their forests to the public for nature and similar recreation activities. Approximately 28,000,000 persons visited these State forests in the last year for which figures are available, and it seems likely that still heavier loads of forest visitors will come as time goes on.

State forests now comprise some 9,302,000 acres in thirty-seven States according to the 1945 Report of the Chief of the U. S. Forest Service. This means an area about twice the size of New Jersey. Other State-owned forest lands aggregate 10,124,000 acres. In addition almost a million acres of Federal-owned lands are under long-time lease to the States for management. In all there are some 6,700 State forest units. The State forests do not include all the acreage in game preserves

Surveyors-to-be start young

Courtesy Wisconsin Conservation Department

and forest parks. New York, for instance, has 2,404,000 acres in two State forest parks that are held in their natural state primarily for recreation use.

There are over 185 free camp site areas in Maine developed by the Department of Forestry of that State. These sites are near highways so that people can lunch, build cooking fires, and have good water. Most of the areas also have space where tents may be pitched for overnight camping.

In New Hampshire there are now two departments under the State Forestry and Recreation Commission. They are a Department of Recreation and a Department of Forestry, and their development emphasizes the recognition given by New Hampshire to recreation. The Director of Recreation has broad authority over all the State public areas which have significance for recreation, and he may recommend acquisition of certain lands for recreation purposes.

The public forest program in Indiana, which now includes only 150,000 acres in State, national and county forests, is to be expanded to 1,000,000 acres. This will involve the addition of ten State forests.

In many States the Forestry Departments are assisting in the promotion of community, county. and school forests. In Texas, for instance, the Forest Service has been active in helping to develop community forests. Recently the Service helped a community of 12,000 to establish a 900-acre forest, at the dedication of which there was much favorable editorial comment in the State as to the value of such areas devoted to forestry and recreation purposes. Immediately after this dedication an individual asked for 5,000 trees which he wished to give to another community. Trees are sold by the Forest Service in Texas for such purposes at about one cent a sapling.

The latest report of the U. S. Forest Service states that there are 2,278 communities in the United States that have forests with a total of 3,000,000 acres. These local forests have the same values as the larger State forests with the advantage that they are nearer the homes of the people.

Two State forest overnight areas within forty miles of Milwaukee are open to groups which fill out applications with the Milwaukee Department of Municipal Recreation and Adult Education. Permits are written to be presented to the forester of the area on arrival. After the group leaves the forester reports to the recreation authorities as to activities that were engaged in and the conduct of the camp.

The kinds of recreation that are most apt to be provided in State forests—as in forests generally—are the wilderness kinds—hunting, fishing, camping, hiking. Forests are not yet primarily recreation areas and recreation programs are not generally conducted on forest areas. The tremendous numbers of people who visit the forest for recreation, however, are forcing forest administrators to consider more and more seriously what should be done. "The influx of visitors has taxed the ingenuity of State forestry organizations, most of which are small. But most State foresters have met the challenge to the limit of their resources and plan a continued expansion." [1]

Recreational use of forest areas and facilities is now considered second only to forest management, and on many areas it actually ranks first. Forest recreation is now recognized as a function requiring supervision by specially trained persons.

1 Forest Outings, U. S. Forest Service, 1940.

"Concrete" Recreation

HIGHWAYS are not always thought of as recreation facilities, nor highway departments as recreation agencies. But when the American Automo-

Roadside park

Courtesy Ohio Department of Highways

bile Association estimates that 60,000,000 vacationing motorists will travel the roads of the United States in 1946 some of the implications of highways for recreation become evident. There have been estimates that as high as 50 *percent* of the use of highways is for recreation purposes, and not all highways are planned so that they traverse the shortest possible distance between two industrial centers. Many a highway is set intentionally against a scenic background.

Courtesy Wyoming State Highway Department

"Many a highway is set against a scenic background"

The Virginia General Assembly at its recent session empowered the State Highway Department to construct and maintain "walkways" alongside any highway or road under its jurisdiction, to be financed out of general highway funds. In the early 1930's there was considerable activity along these lines, and at that time Massachusetts, Pennsylvania, New York, and New Jersey had laws permitting the construction of facilities for walkers and bicyclists. In later years, until this action in Virginia, this activity has been less. Perhaps the time is not far off when even pedestrians can enjoy the highways!

The specific illustrations of current developments in recreation activities of State highway departments which follow are not the whole story by any means. They do illustrate what is being done in some of the States.

Ohio's roadside park development is outstanding in the nation. There are 300 active roadside parks in the State at the present time and as many more are planned for future development. Significant features of every one of these roadside parks are:

Parking spaces off the road. These parking spaces for one thing will permit drivers to rest in the midst of long drives and will tend to prevent accidents from weariness and sleepiness while driving.

Well shelters with pure analyzed water for drinking.

Tables and benches for picnicking.

Outdoor ovens, fireplaces, and wood fuel.

Year-round maintenance.

Ohio Garden Clubs have persuaded many communities and private owners to give roadside park sites to the Department of Highways for development as war memorials. When suitable areas are not available as gifts the Ohio Garden Clubs purchase them and turn them over to the Department for development. The Ohio Garden Clubs have been instrumental in securing over thirty sites for roadside park war memorials.

Plans in Ohio call for a roadside park every thirty to forty miles on principal highways through the State. These areas are used increasingly by rural families as gathering places. The Department of Highways also cooperates with the Division of Conservation in Ohio in damming streams to provide places near bridges where people can fish. This cooperative service has been authorized by passage of the so-called "Ohio Bridge Dam Law."

In Indiana the use of State highways decreased an estimated 50 *percent* during 1943 as compared with 1941, but the use of roadside parks decreased only 22 *percent*. Altogether, 280,000 people stopped to rest and relax in these parks during that year. Most users stopped for a picnic meal, but on several occasions a roadside park was used for an all-day family reunion or club meeting.

The State Highway Commission in Connecticut has a Bureau of Roadside Development which maintains 150 picnic or wayside areas, all of which are appropriately named. An additional service of this Bureau is that it has a corps of landscape architects, tree surgeons, and technicians available to local recreation departments at any time they may be needed.

The State of Pennsylvania appropriated $150,000 last year for the construction and maintenance of roadside parks adjacent to State highway routes.

The State Highway Department occupies an unusual place with respect to recreation in Delaware. One of the finest stretches of seashore, twenty miles long and owned by the State, is under the jurisdiction of the Highway Department. It has provided only such structures on this beach as will enable the people to get a maximum benefit from this outstanding recreation resource.

There are about 125 wayside areas in Wisconsin which have been built by the Highway Commission in cooperation with the Department of Conservation. The Department of Conservation has jurisdiction over another five State roadside parks. The Highway Commission constructs all roads to and through the State parks, State forests, and other State recreation areas and cooperates in clearing excess snow from winter sports areas. South Carolina is another State where the Highway Department cooperates with the Division of State Parks by constructing and maintaining park roads.

In Wisconsin the Highway Commission is definitely committed to a policy of cooperation with the Department of Conservation in its park, forestry, and recreation program. The Commission has set aside a definite fund for the building and upkeep of access roads to parks and within parks. The Highway Commission considers itself a factor in the total recreation program for the people of the State of Wisconsin.

Libraries Go to the People

READING IS CERTAINLY one of the commonest recreation activities, so common in fact that its importance is frequently overlooked. It only requires a book in the way of facilities. But sometimes even getting a book is a problem. In cities, public and private libraries and bookstores are a source of almost endless possibilities for the person who wants to read. In smaller communities the possibilities for securing good material diminish as the libraries and bookstores get smaller and fewer until they reach the vanishing point.

State libraries in many States have endeavored to assist individual readers as well as smaller libraries in getting and providing for others desirable books. But providing books is not the only service which State libraries can give to people. The ways of helping are many, and examples of some of them are told here in brief.

The New Hampshire State Library performs a number of services for the recreation of people of that State. It sends two bookmobiles packed with 700 or more books to all counties in the State (except two which have excellent local libraries) to visit schools and other agencies and to bolster

up the small community libraries. It provides individual mail service to the people in isolated communities without local libraries. It prepares bibliographies on request for people who have lectures to make or articles to write. It has available bibliographies for the following hobbies: metal work and jewelry, principles of design, furniture making, needlework, color, pottery, weaving, gardening, and hobbies generally. The State Library also sends out traveling arts and crafts exhibits and issues reading lists of books for winter reading on any subject requested.

In addition to its reference library service for members of the State Legislature, the Wisconsin Free Library Commission has an extension program to communities and individuals throughout the State. This service takes the form of helping to establish local libraries, planning local club programs, and supplying books for recreation reading to all age groups. Locally, this kind of service is leading to such activities as hobby forums, round-table discussions, film forums, book review groups for adults and radio program forums.

The Maine State Library sends traveling libraries not only to local libraries, schools, and social agencies but to boys' and girls' camps all over the State. The service is free except for a transportation charge. The libraries, twenty-five-book or fifty-book, are lent for six months. There are special children's libraries of twenty-five books containing the best standard and illustrated children's books. The nature libraries are especially suited for summer camps. A well-planned case keeps the books from damage while in transit. The Library also sends hobby materials interesting to both sexes and to all ages. They also send to various local libraries art collections of reproductions of famous paintings.

Courtesy New Hampshire State Library

Bookmobiles bring books to rural areas

The North Dakota State Library Commission also provides twenty-five- and fifty-book traveling libraries. An additional service is the Club Program Service which assists groups to form clubs and arrange their programs. There is even a "Book a Month" service through which readers can receive each month a different book dealing with a particular subject or interest.

The Public Library Commission of New Jersey carries on by mail a consultation service. People write from all over the State asking for books and information on all kinds of topics. At least 5 *per-cent* of all the questions deal with people's recreation or their hobbies.

The Illinois State Library offers a local loan service, particularly of expensive books which smaller libraries seldom can afford. It also provides art materials, pictures and slides to libraries, schools, and individuals, prepares bibliographies, and assists citizens in the formation of lay organizations such as Friends of the Public Library.

There is one bookmobile in Nebraska. It was a gift to the Nebraska Library Commission and it is used to promote county bookmobiles instead of trying to cover the entire State itself. The Commission also indexes twenty-eight of the largest public and college libraries in the State so that readers can know where in the State a particular publication can be found. Inter-library loan procedures make the books available throughout the State.

A traveling library in Maine

Courtesy Maine State Library

Educational Authorities

MANY PHASES of the public school program, within and outside the curriculum, contribute to the development of recreation skills and the fuller appreciation of leisure time. Physical education and intramural programs provide a basis for lifelong sports enjoyment. Arts, crafts, music, drama, social recreation, and many other activities have a place somewhere in most school programs and play an important part in the early development of interests that last a lifetime—not because they become vocations in many instances, but because they become favorite recreation interests. Club programs, whether in language clubs, science clubs; music clubs, stamp clubs, or just clubs, also provide opportunities for boys and girls to do what they really want to do.

Wherever boys and girls are they constantly search for things they like to do. So much of life for young people is spent in and around the schools and so much of the full enjoyment of leisure time really depends on education that the part the schools have in recreation is tremendously important.

Education has always been a responsibility of the States in the United States. State laws now rather generally permit local school authorities to provide or to cooperate in providing public recreation programs in communities. State education authorities have given varying degrees of leadership and assistance in the recreation programs and plans of the schools. In some States there has been help for local schools in the planning of school buildings for community use. In others there has been financial assistance for recreation programs administered by local school boards. Some specific services are described in the material that follows.

The sum of $250,000 was provided by the 1945 Washington State Legislature for State aid to local recreation programs administered by local school boards. The law authorizes local school boards to expend their own funds on recreation for children, though not for adults. State aid funds, however, may be used for recreation programs for adults. Most of the recreation programs paid for from the State fund are conducted during the summer months. Activities include playgrounds, swimming, and in some instances camping and cruising. Payments to local schools are limited to reimbursements for salary expenditures up to a maximum of $200 per month. Salaries of leaders may, of course, exceed this figure, but that is the maximum amount reimbursable. Equipment and supplies must be provided at local expense.

The State Department of Education in California employs a person on a full-time basis to give recreation service to local education departments.

The School Plant Bureau of the Pennsylvania Department of Public Instruction is doing excellent work in seeing to it that all new school plants have proper facilities for sports and outdoor recreation and laboratories for arts, crafts, manual training, and other activities. This Bureau refuses

Many State universities are repositories for films and slides

Courtesy Columbus, Ohio, Department of Education

to approve plans for new school plants if adequate play space, gymnasium space, and other features are not provided.

All plans for new school buildings in the State of Minnesota must be approved by the Director of Buildings and Administration of the Department of Education. The present director, I. O. Friswold, has been most successful in giving consultant service on plans before they get to the final stage. Working on a service rather than a regulatory basis, Mr. Friswold has had great success in getting local schools opened for recreation activities for adults as well as children.

In Connecticut the Division of School Buildings and Plans of the Department of Education approves all new school plants and assists school communities in layout of plans for school buildings and playgrounds for community use. High schools are zoned for community use. All State teachers colleges are to give some training in recreation. One of thirteen trade schools has been made into a State crafts instruction center. The school accepts students from nearby communities interested in recreation crafts. The State Department of Education has subsidized recreation directors in some Connecticut communities through adult education funds.

There are over 1,100 certified arts and crafts teachers in Pennsylvania, and even this number is not adequate for the interest that there is in that State in arts and crafts. The Chief of Art Education of the Department of Public Instruction, who is responsible for the foregoing statements, has also reported that the Board of Education in Pittsburgh would not consider building a new school there without providing at least one room for instruction in arts and crafts.

A new program got under way recently in Michigan with the appointment of a director of a project for health, physical education, and recreation. It is the hope of the Department of Public Instruction that the new project will develop and improve educational practices in these fields. Among the possibilities and services of the project are providing consultative services to the schools, working with school administrators, teachers, and professional organizations to expand existing services and to stimulate the activities of others, studying needs and resources, helping schools evaluate present practices, studying possibilities of in-service training of teachers in these fields, assisting schools in developing facilities for physical activities, recreation and camping.

The Supervisor of Health, Physical Education and Recreation of the Minnesota Department of Education concentrated his efforts one year recently on the development of summer playground activities. He had reports from 160 small communities where such programs were conducted that summer.

By an act of the legislature all historic sites formerly administered by the Division of Parks and the Divisions of Lands and Forests have been transferred to the New York Department of Education for administration. Only two areas are not included in this transfer.

The Ohio Department of Education has the largest and best slide and film exchange in the world. It makes moving picture films and slide films and plates available to all the schools of Ohio and to other educational groups. Approximately 3,000 different moving picture films and 9,000 different slide films and plates are available with scores, and in some cases hundreds, of duplicate copies for mass bookings.

The films and slides depict a great many recreation activities, such as natural history and conservation education topics including birds, trees, plants, fauna, marine life, insects and others; athletic sports, such as archery, gymnastics, mountain climbing, swimming, life saving, canoeing, hunting, fishing; crafts of all sorts; art, both paintings and sculpture; and music with sound recordings to accompany the pictures.

The State Department of Public Instruction in Pennsylvania has excellent permissive legislation providing for a wide range and variety of recreation services in connection with its extension education. "Any instructional, recreational or social service at any educational level may be organized and maintained by any board of school directors as free public adult education. . . . Whenever fifteen or more residents of a school district, above the age of sixteen years and not in full-time attendance at any public or private day school, make written application for any type of educational, recreational, or social service maintained in the day schools of their district . . . such service shall be provided as free public education. . . ." As in Washington, Pennsylvania is giving State aid to local education authorities who conduct recreation programs as part of their extension education activities for out-of-school youth and adults.

The Young Citizens' League in the South Dakota grade schools has a program aimed primarily

(Continued on page 162)

Overview

By HARLAN G. METCALF
National Recreation Association

IN THE LAST three years, James B. Williams and I have served forty different States. Now that we have visited so many of the States and talked to so many of the State leaders responsible for the programs of the State agencies, it may be helpful and pertinent to stop and take a look at what we have found.

Service of State agencies in the recreation field is not a new development by any means, but in recent years there has been a significant increase in the interest and activity of the States along recreation lines. Naturally the strength of the recreation offerings of different State agencies, and of different States, varies from State to State. But one cannot help but be impressed with all the possibilities for recreation that have been made available to the people by their State governments. Whether State agencies offer recreation activities under their own auspices or give help to local groups so that the quantity and quality of recreation services can be improved, they are contributing heavily to making possible a more abundant life for all.

State park departments are saying—and meaning it—that recreation is their major and often their only function. They are accepting their responsibilities for recreation by employing State recreation directors, area recreation directors, recreation planners, park naturalists and others who can help people enjoy to the full the hours that they can spend in the State parks. State park departments are also making their staff and services available to other State agencies and to the communities in the State.

State forestry departments are ranking their recreation function second only to forest management and protection. In some State forestry departments the recreation function is held to be at least equal to any other. State forests provide facilities for hunting, hiking, fishing, camping, nature trails, ski trails, photography and many other outdoor recreations.

State departments of conservation are more and more giving basic emphasis, not to law enforcement and protection, but to *education and conservation for recreation.* Many of these departments either by themselves or through some special division of their over-all conservation organizations are doing at present the most effective and extensive nature and conservation education of all the State agencies — including those of education or public instruction. Their educational programs include senior and junior conservation clubs, moving pictures, radio programs, traveling exhibits, speakers, books, pamphlets. As part of this program they make available their game and fish refuges for hiking, picnics, sketching, photography, and other activities. These departments are bringing back fish and game for the enjoyment of sportsmen and naturalists.

State planning boards or commissions now consider planning for recreation of equal importance with planning in other areas. These boards and commissions assist local communities in recreation planning and in setting up district or local planning authorities. They often act as a clearing house for State agencies with recreation services and occasionally assist in establishing a State recreation system.

State departments of education give basic and continuous opportunities for instruction in fundamental skills in such recreation activities as arts, crafts, sports and physical education, music, drama, and others. Early school instruction is basic for increasing enjoyment of all these activities throughout life. These departments operate statewide film and slide ex-

For many years through its District Representatives, through the National Physical Education Service, through the Rural Recreation Service, through correspondence and in other ways, the National Recreation Association has been serving State governments. Three years ago a special field service to State government agencies was set up, and James B. Williams has been visiting State government agencies ever since. About nine months ago H. G. Metcalf joined the staff of the Association to give similar service.

Mr. Williams and Mr. Metcalf have studied in each of the States they have visited, the recreation services of the State agencies and they have given consultation service as they have been requested to give it. This summary by Mr. Metcalf tells briefly some of the services they have found in those States.

Courtesy Missouri Conservation Commission

Izaak Waltons in the making

changes featuring films and slides with many recreation subjects. Through field workers and financial aid some educational authorities have assisted local school departments with recreation programs.

State libraries provide recreational reading and books on recreation and hobby subjects through local libraries, traveling libraries, and special mail services. In this way State libraries reach people wherever they are, in schools, churches, camps, clubs, or homes.

Contributions of State highway departments to the recreation of the people include:

Beautifying roadsides
Constructing highways so that the aesthetic appreciation of scenery values are at a maximum
Building roadside parks which not only become oases for tourists, bikers, and hikers but recreation centers for rural family outings
Assisting communities in building nearby community parks
Providing access to recreation areas administered by other State agencies.

State educational institutions recognize more and more their responsibility for field service to the whole State as well as their responsibility for instruction of their students and for research. More and more they are coming to consider the whole State as their campus. They provide consultation services in recreation to communities of the State. Through the general extension services of the universities certain recreation interests such as music, drama, and nature education are being promoted.

In the State colleges of agriculture there are recreation specialists and club workers working through the agricultural extension service with people in the rural areas.

Although there is need on every hand for increased budgets and personnel, it is evident that State government agencies are making many contributions to recreation in their respective States and that they are very anxious to expand their services in this area.

Tennessee Blazes a New Trail for Camp Leaders

By PAUL S. MATHES
Commissioner
Tennessee Department of Conservation

THE STATE OF TENNESSEE in cooperation with the camping groups of the State has embarked on an unusual leadership training venture. Last summer for two weeks about seventy-five camp directors, counselors, and instructors met at Fall Creek Falls State Park to consider ways and means of improving camp programs and to receive instruction in the various techniques of camping. The Division of State Parks of the Conservation Department provided the facilities and in cooperation with camping groups helped to organize and finance the project.

The background of this training effort is significant because it points up a problem being faced in many other States. Tennessee found itself with a camping problem on its hands. Three of the Recreational Demonstration Areas with camping facilities developed by the National Park Service were turned over to the State park system. Four additional areas with camping facilities had also been developed on State park property. The State therefore found itself with seven areas containing organized camp facilities being used by the various camping agencies of the State. The TVA had also developed a number of spots suitable for organized camp purposes and was looking to the State for guidance in the granting of these areas for use.

Need for Training—and Facilities

As is always the case, some of the camping agencies making application for the use of State facilities came with a long background of camp experience while others were new and inexperienced in the field. The State felt considerable concern for the health and safety of campers and for the proper use of the fine facilities and areas under its jurisdiction. In 1944, therefore, the State employed Henry Hart as Camp Specialist. Mr. Hart had had considerable experience in work with young people and recognized the possibilities of improving the camping programs of the State.

The close working relationship between the camp leaders of the State and the Division of State Parks led to much consideration of ways and means of improving the camp programs within the State. It was felt that the most serious problem was the lack of sufficient training on the part of the leaders.

Photo by Reynold Carlson

The training course set up at Fall Creek Falls State Park in the spring of 1945 was the result of these considerations. Camp directors and counselors, experienced and inexperienced, came from recreation agencies, churches, and private camps to register for the course.

Fall Creek Falls State Park contains an area of 16,000 acres and is located in a rugged section of the Cumberland Mountains. Deep gorges, spectacular waterfalls, and varied plant and animal life make this area an ideal one for a camping group. With the

exception of the organized camp facilities the area is largely undeveloped and provides excellent opportunities for varied outdoor camp activities. During the month of June, when the leadership camp was held, the canyons were ablaze with azalea and mountain laurel. The lake above the dam provided swimming and canoeing. The numerous trails and picnic areas provided spots for outdoor demonstrations and nature field trips. Here was a superb setting in which to bring together the camp leaders of the State.

Instructors and Instruction

In order that the broadest type of experience might be provided for the "campers," the instruction staff was so selected as to include people representing national agencies with long experience in various types of camping. The Girl Scouts made available the services of Mrs. Kendall Bryan of their National Camp Bureau and Mrs. Chester Marsh, at that time director of arts and crafts. From the Y.W.C.A. came Miss Marion Roberts of Boston, who gave leadership in music and social recreation. Bernard Mason, noted author and lecturer on camping, directed the work in camping philosophy and woodcraft. Miss Elizabeth Brown and Miss Olive Smith of the Board of Education of the Methodist Church acted as unit leaders. Marion Lepich, director of water safety for the American Red Cross, gave instruction in waterfront activities. Reynold Carlson, director of the nature activities service of the National Recreation Association, offered leadership in the field of camp nature programs. Mr. and Mrs. Fred Colby of the State Extension Division showed the campers the art of folk dancing. Dr. G. R. Mayfield of Vanderbilt University helped in the field of bird lore.

Photo by Reynold Carlson

In order to simulate as closely as possible an actual youth camp situation the camp was divided into three units. One unit was made up of camp directors and two units were made up of camp counselors. Much of the instruction was given in the units and therefore pertained specifically to the problems of each group. The primary purpose of the training experience was to give leaders an over-all understanding of good camp practices and to help them develop certain leadership skills of practical value in their own camps. It was recognized that each agency operating a camp has its own special program but that there are certain points of view and skills common to all. The sharing of experiences, agency with agency, was extremely valuable.

Typical Day

A day in the leadership camp included a wide variety of experience, of which the following might be typical:

After breakfast a morning assembly with discussion of camp objectives under the leadership of Bernard Mason is held. This is followed by unit meetings with the directors' group discussing camp health, safety, and sanitation under the leadership of Mrs. Bryan and Mrs. Colby. One counselor unit is down in the craft shop where, under the direction of Mrs. Marsh, it is making booklets and experimenting with dyes made from native materials. The third group is at the primitive camp area working with Dr. Mason to construct a Chippewa kitchen, to learn how to use an axe and knife and how to do lashing.

After lunch a rest hour gives time for rest or study. Some students are in the library while others are in their own cabins. The camp staff meets briefly with an elected camp council to determine the following day's program. At two-thirty the directors' unit is down at the craft shop learning to sketch and carve. One of the counselor units is at the nature hut, some members of the unit preparing a terrarium while others prepare a mineral display. The third unit is with Miss Roberts outlining a program of camp music.

(Continued on page 173)

The North Carolina Recreation Commission

By HAROLD MEYER
Director
North Carolina Recreation Commission

THE ACTIVITY in North Carolina toward a State Recreation Comission began when the State Recreation Committee of the North Carolina Office of Civilian Defense came to the conclusion that perhaps it was necessary for all of the forces in recreation to be coordinated for cooperation on the State level. So, a group of the leaders discussed the subject with the State Superintendent of Schools, the head of the Department of Conservation and Development and the Commissioner of Public Welfare. All of these officials agreed that it was not the function of any of them to head up all the recreation work of North Carolina at the State level.

After we had cleared with all of these State agencies, we went to the Governor and tried to sell him a Bill of Rights for recreation. We started on the fundamental principle that recreation has grown up. It has reached its maturity. It ought to stand on its own feet and not be tied to the apron strings of some other State department.

Our Governor was convinced of the soundness of the proposed program. He talks our language. He decided to put in our suggested bill as an administrative measure. It is a tremendous advantage to have the Governor put a bill in as an administrative measure.

From that time on his leaders in the House and Senate carried the ball. We had had the Attorney General work with us on the writing of the bill. We wanted everything legal, and we wanted the rights of all State agencies dealing with recreation clearly protected.

The bill went to the Senate Committee on Public Welfare. We got together statistics and all sorts of things for the hearings, and then we were told that there was no need for a hearing. "I think it is all settled," the chairman said. Not a voice was raised against the bill in the Senate. Not a single person talked about throwing away tax money. The bill passed the Senate without opposition.

Then it went over to the House. There was the same procedure in the House Committee, and the bill went through without a single point of opposition.

One step that we took I think helped the bill through the Legislature. We had worked with the American Legion, the Grange, Federated Women's Clubs, the P.T.A., the Future Farmers of America, and some twenty or twenty-five organizations in the State. We got them to pass resolutions in their conventions putting themselves on record as favoring the State Recreation Commission.

We have a very feeble budget to begin with. We do not, however, get our money out of the State contingency fund, and we are not on trial. We have our money as a permanent agency, and the amount of the appropriation by the Legislature is $7,500 for each year of the biennium 1945-47. We have every reason to believe that the amount will grow.

Personnel

The Bureau of Recreation of the Extension Division of the University of North Carolina assisted the former State Recreation Committee under O.C.D. to the extent of lending my services, giving us a part-time secretary, providing postage, stationery, mimeographing, telephone, telegraph, and other assistance. In the University I assist the Extension Division as the Chief of this Bureau of Recreation. When the Commission was formed the Governor asked the President of the University to continue my services as Director of the new Commission. We figure that the services of the University of North Carolina to the Commission add about $8,500 annually to our budget. Hence we think of our annual Recreation Commission budget as $16,000, and we are planning to ask the Legislature, when it meets next January, for a budget of $25,000.

Four ex-officio members of the Commission are provided for in the bill—the Governor, the State Superintendent of Schools, the Director of the Department of Conservation and Development, and the Commissioner of Public Welfare.

The other members of the Commission were chosen not geographically but recreationally. The members of the Commission include a powerful industrialist, representing manufacturing, labor, and the power of our industrial group; a Methodist minister in a small community; a Negro; a man

interested in training of recreation workers; and a commercial recreation man who manages seventy-two motion picture houses in the Carolinas and Virginia. Incidentally, we began with the idea that we must have the Commission represent public, private, and commercial recreation interests. We believe soundly in commercial recreation in North Carolina. We are for recreation that is good whether it is public, private, or commercial.

Next to the Commission and working in cooperation with it is an Advisory Committee. This is an interesting feature. The bill provides that there shall be an Advisory Committee of not more than thirty members. The Committee is so arranged that every member of the Committee heads up a sub-committee interested in some phase of recreation: art, church recreation, State parks, drama, and many more.

In addition to the Commission and the Advisory Committee, we also have consultants representing State and national organizations and departments related to recreation.

The Commission has three employees. My time as Director is being contributed by the University of North Carolina. The assistant director, who is the field representative, and the office secretary, are both employed directly by the Commission. Our budget also provides for traveling by the staff and for mimeographing materials. The Commission itself meets quarterly and once a year the Commission meets with the Advisory Committee. This meeting is usually at the time of the North Carolina Recreation Conference, sponsored by the North Carolina Recreation Association.

Program

Let's look for a minute into what we are doing. First of all our work is with the local communities. One of our fundamental principles is that nothing should be done which isn't worthy of the local community. We have only nine cities in North Carolina with populations of more than 25,000. But we have a myriad of small towns, villages, and rural areas. It is in these smaller communities that we labor. We have already told the larger cities that we couldn't help them much and that we were going to work in the smaller communities.

Legal recognition of recreation is one of the first steps. Our aim is to have recreation set up by law in every community of 2,500 or more. If it isn't possible to establish a formal organization, however, we work toward an informal council so that some kind of work can get started.

In the last nine months we have helped to work out recreation system plans in thirty or more communities, resulting in the establishment of a number of recreation commissions. We have not placed any executive in any of these communities at less than $2,700. We are getting some kicks from some folks who are saying that we are ruining things because the wage scale is so high. We are going to do everything we can to keep the salary scale right up where it is, as high as the communities can make it.

Another activity of ours has been making local studies for tentative recreation planning. We have made nineteen. They are not very scientific, but we do give the communities a chance to find out what their situation is. There is no charge for this service. We make these studies with our own personnel. If we haven't time to make a study, we tell the community to go to the National Recreation Association. They will make a charge, but they do a fine job.

We meet with mayors through the Mayors' Association. They are now getting out a guide book of recreation for the State. We have had the State Recreation Enabling Act revised and strengthened, particularly as related to recreation as a function of municipal government in North Carolina.

We are working on living memorials. We are trying to guide communities not only in getting the money for the building but for maintenance as well.

We are working with youth groups and have sent out 800 youth kits. We work with the Boy Scouts and the Girl Scouts and any other established groups in the State.

Industrial recreation is growing tremendously in our State. We are trying to get industries in North Carolina to cooperate with community programs instead of starting their own. Where there is no local program we urge industries to go ahead and start their own programs, and we help them as we are able.

In rural recreation we are working with the Agricultural Extension Service folks. We believe that the best way to handle rural recreation is on a county basis, and we organized just recently the first county recreation commission in North Carolina. We hope to have 100 counties all organized on a county-wide recreation basis.

(Continued on page 173)

A State University Serves the American People's Theater

By C. R. KASE
Director of Dramatics
University of Delaware

A STATE UNIVERSITY has obligations to its citizens beyond those of providing an education to students who attend its classes. Most State universities recognize these obligations and seek to fulfill them by the establishment of extension services, especially for the rural communities. You may learn to make better jelly and raise better pigs simply by writing to the extension division of your State university.

But you may not be so fortunate in trying to get information about how to organize and train a glee club or how to produce a play. Why universities, which are supposed to be the centers of culture as well as of learning, have been so slow in sharing the arts with the people in the areas within their spheres of influence is an enigma for the historian to explain.

"West of Broadway"

There has grown up, perhaps as a result of the war, a realization that those less tangible aspects of life which we generally refer to as the arts are vital factors in our lives. Particularly important are those arts which the people may share in creating. In the drama field alone has developed a tremendous people's theater which, prior to the war, Barrett Clark estimated gave 250,000 separate productions each year. The activities of these

The Forest Theater at the University of North Carolina

people who want to make their own theater has since increased. There has been established a vast theater "West of Broadway." Here there is floundering at which some of us who work in the field must blush, but it has no limitations either as art or recreation that a little intelligent encouragement cannot eliminate.

This theater takes many different forms, from skits given in service clubs and women's clubs to the elaborate productions of community or civic theaters. Regardless of its form, however, it has come to be regarded as an important phase of recreation in the community. Potentially the theater can be a strong unifying force in the community, for the theater brings together people with all kinds of skills and talents. It is a miniature world in which the democratic mingling of all people can and does work.

The scope of service to this people's theater is vast. I do not wish to imply that our State universities have not made any effort to help it advance. There have been notable instances, as in Iowa, North Dakota, North Carolina and New York, where a considerable regional activity in drama has developed as a result of extension services in dramatics established in State universities. But there are still great areas in which a people's theater must still struggle without encouragement or assistance except from local sources. The pattern of service has been set, but it needs to be multiplied.

Pattern for Drama Service

It may be possible to suggest the nature of this pattern by explaining the organization and functioning of the Dramatic Center at the University of Delaware. There is no claim that our services are better than any others, but I am better acquainted with them, and I know they have been based upon the experience of those universities mentioned above who pioneered in the field.

The Dramatic Center functions in close cooperation with the Delaware Dramatic Association, an organization of approximately seventy-five school and community theaters in the area. The members share our services, but we in turn profit through additions to our services made possible by the work of their various committees. Experience has indicated that any State university dramatic service will find a greater usefulness through affiliation with such an organization.

Each year, in cooperation with the Delaware Dramatic Association, the Dramatic Center sponsors a Dramatic Conference. The last Conference held before the war was attended by 280 delegates representing forty-five community and school theaters in four States. Considering the small geographical area represented, this attendance indicated a considerable activity.

Recently a special Children's Theater Conference was held. Twenty organizations were represented and a start was made in organizing Children's Theater activity throughout the State.

Each year there is organized a play festival with regional programs culminating in a final program at the University at which a nationally-known theater director makes comments and suggestions to the casts and staffs on their productions.

Like many other services, the Dramatic Center maintains a Play Lending Library from which producing groups can borrow plays they are considering for presentation. Ours is based upon the selective principal and we have tried to eliminate from the Library those plays which did not have some merit. Thus users of the Library know that their selections have already been screened, and the general standards of play selections are automatically raised.

The *Dramatic Service News* aims to keep the members of the Delaware Association acquainted not only with what others in our own area are doing in theater, but also with the significant activities of the people's theater across America. We try to include information which would be of some value in selecting or preparing productions. For example, we ran a series of articles by leading directors in the high school theater in each of which six plays were recommended for high school production.

There are various types of consultation services too numerous to mention. Prior to the war we were consulted by several architects in regard to the building of stages and auditoriums. Most of the consultation, however, is of the what-play-shall-we-do type.

Touring Theaters

A possible service which is already being developed by some universities is that of taking theater to the people. Touring companies are established to carry productions to fifteen or twenty communities in the State. Another method of achieving this objective is that of creating circuits so that a group of producing units can share each other's performances.

(Continued on page 170)

DRURY COLLEGE LIBRARY
Springfield, Missouri

The Montana Project

By BAKER BROWNELL
Director of the Montana Study

THE MONTANA PROJECT was organized in behalf of rural life and the small community. In this western rural State, as elsewhere in America, rural communities are disintegrating. Their population recedes. Their function declines. Of the 3,072 counties in the United States more than 82 *percent* are losing rural population. More than 51 *percent* are being depopulated. The stabilization and enrichment of our small communities have become a primary problem, if not the primary problem, in America. The Montana sector of it is not the least critical.

In all this the recreational interest is important. But recreation here does not refer to highly organized public or private programs of amusement. It does not refer to leisure-time activities as specifically contrasted with work activities. It refers to the enrichment of life in such a way that both work and leisure are more significant appreciatively and productively. The Montana Study is a humanities project focussed in the community. It is planned in the belief that a study of ways to make the small community more significant and more central in human education, recreation, art, business, social activity and, indeed, in human life in general, will help more than anything else in our contemporary culture to give that life stability and intrinsic worth. The project was organized two years ago under Chancellor Ernest O. Melby of the university system and was financed initially by one of the great foundations.

Objectives and Organization

The Montana Study has three objectives, which support and amplify each other—to get the university off the campus and more directly into the service of the people on their native ground, to find ways to stabilize and enrich the small communities, to find ways to give young people a significant function. These objectives have been approached through various paths according to the needs and resources of the situations as they arise. If the family can become more productive, not merely as individuals but as a cooperating family group, if the community as a community can become more rather than less productive, these objectives, it is believed, may be largely attained. But in the face of current declines, can that greater production be achieved? The answer lies largely in the cultural choices and values that our people accept.

The organization of the Montana Study is a matter of projects, or jobs, and personnel. The personnel during the first two years has been limited to one full-time man, the director, six part-time associates who served for different periods from twelve weeks to two years, and numerous unpaid collaborators in the communities and colleges of the State. The work of the Montana Study may be divided roughly into community study group work and other community activities, research as it bears on these problems, the organization of volunteer projects, the training of study group and other community leaders, and publications.

The first of these is the most important and in this the organization of community study groups is central. Eight weekly study groups have been organized and carried through experimentally to the end of the first ten weeks. A study group guide called *Life in Montana, as Seen in Lonepine, a Small Community* has been written for this first series. A manual for the organization of study groups has been written in the form of an article. Techniques and invaluable experience in study group methods have been acquired. On the initiative of study group members a State-wide association entitled the Montana Study Group Association has been organized.

For the second series of study groups a guide has been projected but not yet written. A highly successful community drama "Darby Looks at Itself" has been produced. This will be continued. A Pondera County Fall Folk Festival; a drama-pageant at Stevensville; and recreation projects at Conrad, Victor, Lonepine, Libby, Lewiston, Hamilton are under consideration or in process of development. Plans for short courses for the training of community leaders are underway.

Activated Research

A good deal of research has been carried on in connection with the work of the Montana Study. It is, so to speak, activated research for the pur-

pose of clarifying the action and central problems of the project. In cooperation with the U. S. Forest Service an important study of the stabilization of a lumber town in view of the projected sustained yield program was carried on during the summer of 1945. Two rural sociologists were brought in by the Montana Study. Their excellent report and recommendations were made to the Montana Study and under its direction. The project was financed, however, by the Forest Service. A study of community training for teachers was made for the Montana Study by a member of the faculty of the School of Education. A ninth grade curriculum and educational program entitled *How We Live in Montana* was made by a Montana teacher and member of the Summer School workshop. A study of Indian education in Montana, and a full statistical study of the characteristics of the people of Montana were made by members of the Montana Study staff. O. E. Baker and Arthur E. Morgan were brought to Montana for a series of addresses on the preservation of the family and the small community. Under the auspices of the Montana Study, Howard C. Beresford, regional recreational representative of the F.S.A. visited seven communities and their study groups and studied with them their specific recreation problems. These and other research projects are geared closely to the active work of the project.

Volunteer Projects and Leadership

An ample frame for volunteer projects associated with the Montana Study was created by the organization of a state-wide advisory group called the Montana Committee. This is a group of sixty-five diverse persons of all parties and persuasions and of more or less prominence in the State. This committee in turn is divided into numerous subcommittees devoted to different projects in line with the objectives of the Montana Study. Some of these subcommittees are functioning admirably. One of them, for example, organized not long ago a Montana Crafts Association to raise the standards of and to encourage craft work, both amateur and professional, in the State. Other subcommittees, as is to be expected, have for one reason or another accomplished little. There are other promising volunteer projects of the Montana Study. Under a leading Baptist clergyman and church worker, for example, an effort is being made to develop facilities for the interdenominational training of ministers in community service. The field for such volunteer projects is limited only by the ability of the staff of the Montana Study to make the contacts and to help in the organization.

The training of community study group leaders and other community leaders is a most important aspect of the Montana project on which little as yet has been done. Ideally these leaders should be natives of the community and should be trained within that context. As the importance of the work becomes more evident to educational administrators it is hoped opportunities will be opened for young men of ability to return to their home communities for such work. Short courses or week-end courses for such training are planned for the coming year. A mobile college entering different communities for four to ten weeks at a time is another way to meet the problem. Both old and young people are greatly needed for trained community leadership in their own communities.

Publications

The Montana Study has been the initiating point of a great deal of publication both in printed and in lecture form. A massive anthology of Montana regional literature has been prepared and will be published soon by the Yale Press. The preparation of this anthology was requested by 450 Montana school administrators and teachers. Numerous articles in various professional journals have acquainted the nation as a whole with the work of the Montana Study. It has had a favorable press and a good deal published in the papers of the State. Several hundred lectures by the staff have been requested by communities and other organizations in the State. In most cases these requests were accepted by members of the staff.

On the whole the best response to the Montana Study has been in the small communities themselves. This is as it should be. Their magnificent response indicates clearly that the project is striking at a vital need in the State and one demanding far more educational attention than it gets. The small community in Montana or elsewhere in America is the great and neglected resource of cultural enrichment and stabilization. It needs much, it has even more to give.

This work of the Montana Study and the development of these projects along a certain social and spiritual line are the outgrowth of a philosophy of the community and human welfare. It is a philosophy that in its essentials would seem to be necessary to any democratic, liberal or Christian order of society, for it is based on the primary im-

portance of the whole human being in his relations with other whole human beings. It is a philosophy which repudiates those powerful tendencies in modern culture to fragment and specialize living and to develop mass societies of partitive, fragmented human beings held together only by external forces and authorities. It is a philosophy also which involves an informal philosophy of recreation. This will be discussed briefly in the following section of this article.

A Philosophy of Recreation

There is folk recreation on the one hand and there is the more specialized recreation of an urban civilization on the other. The latter kind of recreation tends to become deliberate rather than spontaneous, and often is highly organized. Such recreation is increasingly important in an industrial culture where work is ever more sharply segregated from leisure. Indeed it is necessary in such a culture.

Recreation of this sort involves the planning and organization of leisure, and like leisure in our modern culture, it is likely to be neither productive nor participative in events in any active way. It runs along parallel to production and significant action, but is not of it. Thus, the day's hard work and the movies at night. Or the week of labor and then watching the game between the Cubs and Pirates on Saturday afternoon. Or the holidays and vacations designed to get away from something, namely the economic routine. This modern rhythm of work and pleasure-seeking is not entirely good, but is probably necessary in our industrial culture. In it recreation becomes systematic and extensive. It is organized leisure, often mass-organized leisure.

Folk recreation, on the other hand, is more diffused and correspondingly less formal, less abstract and less specialized. It belongs in a rural or community culture where work and leisure are not sharply segregated, or in other words where work has appreciative aspects and where leisure is in a measure productive and active. This, in the philosophy of the Montana Study at least, is the only normal and tolerable pattern of life for human beings. If our modern industrial culture matures to a point where leisure and work are entirely segregated and where recreation is a highly organized process solely for leisure time, work will be worthless and unbearable and leisure tasteless and without value. Truly significant and wholesome recreation depends on its diffusion throughout the significant activities of life. That in turn involves a culture where work and work habits are shot through with appreciative interests and have worth in themselves and where leisure is shot through with functional interests and productive values.

The small community is the central social fact in such a pattern and the survival of the true, small community is essential in any normal, human-centered recreational life. Correlated with the small community, at least in our democratic system, is the family as a functional group. Also correlated with it are the rural or semi-rural conditions under which the small community develops. Nor should the groups and clottings characteristic of the great city be termed communities. Cities have no community life as the community is defined here—a group of people living within range of each other and containing persons of different ages, sexes, occupational interests and attitudes. It is a group in which the main functions of life, economic, social, biological are carried on within the group. It is a face to face, or primary group, in which the members may know each other personally and rather fully. In the cities people are associated with each other in terms of special functions. They know each other only in fragments, as the man who takes one's ticket or the man who runs the elevator. In the true community on the other hand, people are associated with each other in many different ways. Whole human beings know whole human beings and cooperate with them. Humanly the one situation is culturally and morally disintegrative. The other is integrative.

In view of these considerations the recreational problem is really in last analysis the community problem. Though urban life no doubt requires ameliorative recreation, such recreation cannot solve the problem. A pattern of culture in which recreation can be truly integrative and constructive — as well as good fun — is required. A greater emphasis on folk culture and the small community is necessary.

This briefly states the position of the Montana Study in regard to recreation. Clearly recreation is not a single function of social life or policy. It is concerned with the whole life, the good life, as it is found in normal community relationships and human association.

A State Planning Board Plans for Recreation

By ROY A. HELTON
Research Supervisor
Pennsylvania State Planning Board

FROM A STATE-WIDE point of view, the need for public recreation is very great in Pennsylvania as it is in all industrial States and in most agricultural States. While we are deeply concerned in and feel acutely the problems of industrial areas, we, in Pennsylvania, have to keep in mind that we have one-third of our people living in the country. We cannot lose sight of the fact that our rural population is the foundation of our existence. If we do not make life more attractive for people in rural areas, the process that has been going on for many years will continue, and we will lose our rural people in excessive number to the cities and so add to the conditions of congestion that we are all familiar with. That has to be kept constantly in mind by our Commonwealth.

While we realize fully the needs of children for recreation, we also have to keep in mind that our population is growing older and that the older people, living under crowded industrial conditions or on remote farms need more attention than they have been getting in the past. These two considerations form the background, as I would interpret it, of the program of the Commonwealth of Pennsylvania.

The State can do two things. It can attend to the needs of that part of the public which can travel to the large areas that are now open to public recreation. It can improve those areas and make them more suitable for group and individual use. But it must also stimulate activity in local areas and aid in providing the kind of local public recreation that these times require.

State Parks and Forests

The Department of Forests and Waters was granted by our State Legislature $16,500,000 for the improvement of park and forest areas and for other similar purposes. Of that amount $6,200,000 has been tentatively set aside for recreation development—for the further development of State parks and of the four Recreational Demonstration Areas that we have taken over from the National Park Service; for the improvement of facilities, such as cabins; and for the acquisition of further land suited to public recreation. That Department will soon take over from the National Park Service one more Recreational Demonstration Area.

The allocation of that money is being guided by the State Planning Board, by the newly appointed Conservation Commission, and by the Recreation Committee of the Postwar Planning Commission, all of which are actively concerned that recreation get as large a part of this $16,500,000 appropriation as is reasonably possible in view of other needs for forest and stream development.

Planning

The Postwar Planning Commission has authorized a study of the recreation facilities of all the counties and communities of Pennsylvania. The preliminary report, which was prepared by a private agency, covered in a general way the recreation needs in all the counties and all the districts in the Commonwealth. The Recreation Committee of the Postwar Planning Commission has been very eager to forward public recreation on the community and county basis.

The State Planning Board has been interested in public recreation for years. For a while we maintained a State Recreation Committee which, during the war, had to be suspended because of our shortage of personnel. We compiled a digest of all the recreation legislation of the State which we have circulated in our communities, trying to get people to realize what they could do to secure local recreation facilities and leadership under our State law.

Handcrafts

We have also started, and are carrying through, a program for handcrafts throughout the Commonwealth. We have an assistant on the Planning Board who devotes her entire time to the development of crafts. Our aim is to make handcrafts useful to older people. We have developed four chapters of the Pennsylvania Handcraft Guild which are now active in four of our larger cities. We are trying to make this project practical, not from a hobby angle, but to provide older people with something that they can do with enjoyment to assist in earning their own living.

We are publishing every month or so a circular or leaflet of four or five pages called *Pennsylvania Handcrafts,* which is circulated throughout the State for those who are interested. That is about all the Planning Board is now doing, except in guiding the appropriation and allocation of funds.

The Pennsylvania Enabling Act covers all communities and all school districts. Under this Act any school district is allowed to introduce any form of recreation it pleases, and it is compelled, if fifteen citizens over sixteen years of age petition it, to extend to adults in after-school hours all the facilities and any form of instruction or leadership in recreation, sports, or social activities which are provided for children as part of the school activities. Any community in Pennsylvania can take advantage of the provision of this law.

Promoting Local Interest

Our present problem is to get the people of the communities interested enough to demand those activities and facilities. When they are granted, the State provides aid up to as much as 75 *percent* of the cost to the school districts of conducting these extracurricular activities. If we could get enough communities in Pennsylvania to take advantage of these privileges, many of the State's local recreation problems would be solved.

The Fish and Game Commission of Pennsylvania does a great deal for one type of public recreation. This Commission, through hunters' and fishermen's fees, has purchased, at no cost to the general taxpayer, 1,000,000 acres of public land which are used for hunting and fishing, and they are extending the area.

In connection with the activities of the State Department of Forest and Waters many State agencies, including the Planning Board and Postwar Planning Commission, the new Conservation Commission, and the Department of Public Instruction, are doing all they can to direct public

(Continued on page 174)

Fisherman's Paradise

Courtesy Pennsylvania Board of Fishing Commissioners

Toward a Fuller Life

By JANE FARWELL
National Recreation Association

THERE IS A JOB of tremendous importance for recreation that can be done in the rural areas, although many rural people still feel that recreation is something they don't need to learn about! During the war recreation was a "luxury" which they could do without. Along with music and arts it was cut from many school budgets and from church and club programs. Emphasis was placed instead on salvage drives and food production.

It was the job of the State Agricultural Extension in West Virginia to teach some of the values of recreation and the simple fact that one had to learn a little about the art of living in order to enjoy a full life—even in the country. In each of the counties in the State there were several extension workers who were responsible for promoting the various phases of the extension program, one phase of which was recreation.

Before getting at teaching techniques or leadership schools, it was necessary to make rural leaders aware of the need for recreation. On these county workers and volunteer leaders depended the working out of local problems and the building of something akin to a unified program throughout the State. They made it possible to get at least to first base in convincing farm people that improving their recreation habits and skills was as important as home management, soil conservation, and better methods in food preservation. Their cooperation and understanding was of primary importance to the program.

The craftsman

Jackson's Mills

A second and equally important factor in the West Virginia extension program was the State leadership training camp at Jackson's Mills which was established more than a quarter of a century ago as one of the first rural camps in the United States.

To Jackson's Mills every year, beginning in May, rural leaders of all kinds come to stay for a week or longer. Among those who take advantage of this opportunity are rural ministers, farm men, 4-H leaders and club members, rural school teachers and, most important of all, farm women. The farm women use the camp site for several conferences and camps a year. Here they engage in recreation activities, a thing which tired and reserved farm women theoretically will not do. But when the women get away from their families and the people who expect them to play quietly or not at

all, they enjoy active stunts and games and nonsense they would never want their relatives or children to catch them doing at home!

An amusing example of the spirit of enthusiasm which is generated under such circumstances happened at a county camp a year or two ago. An Extension Service worker, trying to recover from a strenuous day of activities, had gone to bed. At midnight, she was awakened and looked out to see a group of women filing across the camp grounds in their nightgowns. They pulled her out of bed and insisted that it was just the right time to go out on the green and dance a Virginia Reel in the moonlight!

Rural leaders who have come to Jackson's Mills through the years have been inspired to go back to their own counties and establish similar camp sites locally. This accounts for the large number of well-equipped county camps in the State. By now at least forty counties have their own camps, and every county (with the exception of two or three that do not have extension agents) has an annual camping program, the climax in club experience for the year.

In other States, too, camping is the "coming thing" in rural recreation. Many State extension services are setting up State camp sites as war memorials, although they realize that a State camp and even district camps are not enough. Rural people need such facilities close to home.

Other Services

Recreation in West Virginia is promoted in other ways by the Agricultural Extension Service in addition to the help given in State and county camp setups. Emphasis is laid upon leadership training schools conducted either on a community, county, or district basis. It is true that personnel is very limited to do the job, but one effective way of spreading a service over a large area was to conduct training schools of one day to a week in duration. These were by no means limited to extension club groups.

In addition the organization of recreation councils was promoted in as many counties as possible. These councils acted as a monthly clearing house for all the recreation talent in each county. The rural church leaders, Scouts, if there happened to be any, the Grangers, and the schools combined with the 4-H Clubs and Farm Women's Clubs in sending representatives to meetings where games and program ideas were exchanged.

In order to follow through on the training schools and on the council programs, it was necessary to mimeograph and distribute most of the material used at the schools and in the council programs. The result was a varied program service including a monthly, *Fun-for-the-Month,* which was received by all recreation leaders in 4-H or Farm Women's Clubs in the State as well as by many others on the mailing list. A dozen other publications on specialized activities from *Caveman Cookery* to *Folk Dancing* have been issued in the past five years. Several extension radio programs were conducted regularly, telling about these publications and giving additional suggestions for program material. At one time, in the Oglebay Park area alone, two recreation programs were being broadcast each week for rural people.

At the State camp each June, all the older 4-H members and the leaders who were going to act as instructors in county camps came together for nine days of intensive training. Later this group was divided into teams of from two to four people, and each team spent six weeks going about to supplement the local leadership in county camps. Many future county and club agents came out of this group. It was easy to see how quickly songs, games, and stunts taught at Jackson's Mills spread to every hamlet.

Of course, in leadership training it is possible to get a lot more across to people in an informal environment, such as a camp situation, than in a formal classroom atmosphere. When people come in and sit for two hours in a county meeting, they are thinking, "I must go out and get that good roast I saw at the corner butcher shop. Hope this is over with in time." But when leaders come to a camp their attention is undivided. They can't go anywhere else. They sleep in the same area, eat there, sing together, and exchange ideas. By the end of even the shortest camp, they have developed a keen enthusiasm and understanding of the job they are going back to do. It takes much more effort and energy to attempt to accomplish the same thing in a formally conducted institute or school. The sooner this method is put into practice wherever possible the more effectively will recreation objectives be accomplished.

This whole extension program is based upon volunteer leadership, else it could not exist. The following comment on the volunteer leader was written by Dr. C. B. Smith, formerly Chief of the

(Continued on page 161)

Recreation Services in Tennessee's Parks

By WILLIAM H. HAY
Director, Division of State Parks
Tennessee Department of Conservation

DOWN SOUTH, we consider recreation an art of living, a personal prerogative, and for that reason, our plan is rather limited for fear that we might impose upon that great human right. We realize that the problems that exist in every State are brought on by our modern way of living and have attempted in a simple way to meet some of these challenges.

First, in our State park program, we realized the challenge that confronted us, because we knew the need of recreation in our communities, in our crossroad schools, and even up at the end of the trail. We also realized the complexities of our more urban areas, and so we have attempted, in a very humble and simple way, to get a start that may be fitting to this situation.

We started off first, being a State park agency, by developing for each State park a recreation program that would be tied in with the communities surrounding that area within a 25- to 50-mile radius. Our recreation leaders and park superintendents went into these communities and worked with the various agencies concerned with recreation, regardless of whether they were churches, luncheon clubs, or what have you, and we built our program around their desires. There was never an attempt made to plan something and to take it to a community and say, "Here it is. Take it whether you like it or not."

Courtesy Tennessee Department of Conservation

When we became actively concerned with camping we took over a number of Recreational Demonstration Areas from the National Park Service and also developed camp areas in some of our State parks. From that time until the present, we have developed a close working relationship with communities and larger agencies conducting camp programs. Today, the State is operating over 75 *percent* of the camping facilities in Tennessee.

As an outgrowth of this work with communities and camping agencies, we initiated last summer a Camp Leaders' and Directors' Training Program. This training program was conducted in one of our State parks with the participation of every agency interested in camping in the State. We had approximately seventy-five persons participating in this program. A staff of national prominence was secured for the training program and we were assisted very ably and fully by the good National Recreation Association. This program, the first of its kind in the nation, was a definite success and has already done much to advance the cause of camping in Tennessee. The State Parks Division has employed a Camping Consultant to assist local camp councils and camping agencies in planning, developing and improving their camp programs.

Federal Agencies

In the WPA days we developed a close working relationship with federal agencies. We cooperated with WPA in its community work, particularly in providing technical assistance in designing facilities, and in problems of community planning and leadership programs. In fact, many WPA leadership training programs were conducted in our State parks and we assisted with the programs.

For a year during the war our State Parks Division actively sponsored and administered a grant of Federal and State funds to cooperate with the USO, FSA, and local communities in the Tennessee Second Army Maneuver Area, in providing recreation programs, comfort facilities, soldier recreation centers, and hospitality programs for the tens of thousands of troops stationed in twenty-three counties to learn the art of war. Much work was done in community planning and in helping local people work together to provide needed volunteer leadership and other available resources. By sponsoring these activities we were able to give worth-while direction to the program.

In August of 1942 we entered into a cooperative agreement with the Tennessee Valley Authority whereby we employed a full-time recreation specialist to work with communities in the Tennessee Valley Area, assisting them in planning for the development of recreation areas and programs adjacent to the many TVA lakes and also assisting local communities in planning and developing community recreation programs.

For many years we have worked closely with all Federal agencies concerned with recreation, such as the National Park Service. In 1937 one of the most important but least known developments in the field of recreation took place when the Park, Parkway, and Recreation Study, was instigated by the National Park Service. This Study was carried on at the State level by State park organizations, where they existed, in cooperation with the State Planning Commissions. This survey was a very intensive study of the various States' recreation resources and was the beginning of our cooperation with the National Park Service.

National and State Groups

In addition to working with the National Park Service, we have cooperated with the Forest Service, WPA, FSA, and with national agencies such as the National Recreation Association, with whom we have had a long and pleasant relationship. We have worked closely with the American Red Cross, the Girl Scouts and many other organizations and have called on most of them for help from time to time.

In Tennessee we have worked with all of the State agencies concerned with any phase of parks and recreation. They have recognized the fact that the State Parks Division is legally established and is permanently located in the State's administrative setup. From the standpoint of good administration it is the logical agency to carry on this important program.

Our success has been due to the fact that there has been a definite place for responsibility and authority in the State's administrative setup. Communities and other groups and Federal agencies, such as the TVA, have learned to look to the State Parks Division as the responsible State agency for rendering assistance and leadership in planning for the development of Tennessee's recreation resources.

What They Say About Recreation

"BUT THIS IS REAL. I hear the splashing of feeding waterfowl; a horned owl calls from out the darkening wood; a lone woodcock flutters past. Life goes on as it did before the white man came. There is beauty here. There is serenity. There is peace in the evening sky."—*William Arthur Babson* in *Modern Wilderness.*

"Music is the fourth material want of our nature—first food, then raiment, then shelter, then music."—*Bovee.*

"One way to protect a boy from poor books is to see that he has plenty of actively good ones—rousing tales of adventure, biographies of his favorite heroes, books about rocks or bugs or stars or whatever his particular interest in the out of doors may be."—*May Lamberton Becker.*

"We find that art, in decorative or even in higher forms, is connected with every human existence. Art is part of the earliest and most primitive human life, like bread and water. Thus art is one of the most elementary and necessary expressions of all human beings."—*Ernst Harms.*

"American forests are one of the most important of our renewable resources. They occupy one-third of our country, an area exceeding the homelands of 230 million people in Europe. American forests cover a vast area. They should also afford vast opportunity."—From *New Forest Frontiers.*

"What is sung in club meetings influences the taste of members more or less for life. You've all heard that good music soothes the savage breast, and to my way of thinking bad music makes one a savage."—*National 4-H Club News.*

"We need more people who will take the rich store of songs in our possession and share them with others. We need more song leaders—more bards."—From *The Womans Press, January* 1943.

"I don't know what a community is. It's everything, I guess, from New York City to the party wire on the rural telephone line."—*Dr. Lindsley Kimball.*

"The public library is the key, for children, to all the knowledge, wisdom and enchantment the world has accumulated in its six or seven thousand years of conscious effort at self-improvement—what we like to call civilization. Its door, to most children, is the door to fairyland."—*Kenneth C. Kaufman.*

"It is the birthright of all who take pleasure in being out of doors to know that the fullest measure of enjoyment to be obtained from wildlife cannot come through its destruction, but through its protection, study, and observation."—From Editorial in *National Parks Magazine.*

"The things of nature remain and are the only permanent and enduring things in a world of disordered change; the trees and the mountains and the deserts have seen many civilizations rise to their peaks and crash to their fall."—*John R. White.*

"Do not be deceived. Every right begets a corresponding duty. We promise you the pursuit of happiness. We do not promise you happiness. We promise you equality of opportunity. We do not promise you riches. We promise you freedom of speech. We do not promise you wisdom. We promise you liberty. We do not promise you peace."—*F. Lyman Windolph.*

"When in wild places, tread carefully and handle gently, for the creations of nature are fragile things."—*National Parks Magazine,* 1946.

"We all face increasing leisure. What shall we do with it? One of the tragedies of our times is the variety and beauty of things around us and the silly and sometimes sordid use we make of them. We educate people to make a living rather than teaching them how to make a life."—*Dr. Lindsley Kimball.*

The State of Recreation in the State of Vermont

By THERESA S. BRUNGARDT
Director of Recreation
Vermont

IN JUNE 1777 during a heavy thunderstorm the first Council of Safety of the State of Vermont was organized. Its duties were to "direct the affairs of the new State until a suitable government could be formed" and to organize the people of the area against British aggrandizement. A hundred and sixty-six years later the Council of Safety, serving as the Civilian Defense Authority in another war, assumed responsibility for the administration of funds allocated by the Governor of Vermont for the development of community recreation throughout the State. In January 1944 the first Vermont Director of Recreation took up her job.

The legislature in April 1945 appropriated $6,000 per annum for the two years ending June 30, 1947, to the Council of Safety for the Community Recreation Advisory Service.

A Director and a Secretary constitute the Service, and they find plenty of work to keep them busy. Vermont's population of 360,000 is about the same as Seattle's or half that of Boston. There are 246 cities and towns in the State. One third of the population is urban.

The Need and the Service

The stress of war made Vermont communities more conscious of their need for recreation. Recreation for tourists has long been a major industry in Vermont, one that brings millions of dollars to the State. But more and more Vermonters have been concerned with recreation for themselves in their own communities. Only upon the request of the communities themselves has any attempt been made to help them discover, mobilize, and use their physical and human resources in an effort to raise the standards and build solidly for the future.

About 60 or 70 *percent* of the Director's time is spent in the field on visits to serve communities. Advice and assistance have been furnished to communities and to interested groups in the promotion and organization of community recreation programs. Of the six year-round recreation systems in Vermont, Montpelier, Proctor, and Woodstock have been developed with the help of the Service. All the year-round superintendents meet quarterly with the Director in an all-day session to compare problems and share ideas.

The Service has also helped in the establishment of a number of local recreation councils. Each community has its own special problems. The aim of the Service has been to help the localities solve their own problems in their own way. Local councils are a way for smaller communities to draw together the representatives of the Grange, P.T.A., Legion, church groups and others to prevent overlapping of programs and leadership. These councils also help in the next step, the establishing of legal recreation boards with appropriated funds.

The Director helps communities plan their programs for playgrounds, community centers, youth centers. Loan of recreation books and pamphlets has proved valuable. A great deal of service in the field of program as well as in other fields is given through correspondence and the Service has frequently referred questions to the National Recreation Association and to other sources of information.

Help is given in layout and design of areas and facilities, and here again reference is frequently made to experts in these fields. Referring localities to the right answers to their questions is one of the important services of the Recreation Advisory Service.

Leadership Training

The need for leadership has made it necessary to recruit professional workers for placement and to train professional and volunteer workers through institutes and workshop conferences. Plans have been completed for a playground leaders' institute this summer. The instructor will be Mrs. Ruth Garber Ehlers of the National Recreation Association. The Director has also encouraged communities to hold their own training institutes.

(Continued on page 163)

WORLD AT PLAY

Priority to Recreation

BERKELEY, California, considers the development of a long-range recreation program of prime importance. The Annual Report of Berkeley's City Manager (1945) states that this program has been given high priority in the over-all plan for the city's development.

The report says further that the city's current expenditure for recreation is $185,115.59, or $1.84 per capita. This is 8.13 *percent* of Berkeley's total budget, and includes funds allocated to parks—primarily, because of the manpower shortage, for playgrounds and park maintenance.

Ideas From Waukesha

THE Department of Public Recreation in Waukesha, Wisconsin, felt the need, from time to time, to send to all workers in the Department brief pointers on various phases of the work as well as material designed to stimulate interest in the job to be done. So a series of weekly bulletins were inaugurated and sent to all leaders.

This Department, too, has proved successful a plan to take their public address system to each playground once a week. The sound equipment is used for storytelling, for announcements and for conducting contests.

Girl Scout Training School

THE National Girl Scout Training School at Camp Edith Macy has announced the schedule for its conferences and institutes on leadership for the season from June to October 1946. Although based on the objectives of Girl Scouting, the program is broad enough in scope to fit any group work program and will give lay and professional workers many types of leadership training. For further information on the sessions, write to Director, National Girl Scout Training School, 155 East 44th Street, New York.

Recreation Levy

HUTCHINSON, Kansas, recently voted a one-mill levy for recreation which will make available on January 1, 1947 about $29,000. The School Board has been designated as the administering authority but it is the intention of the superintendent of schools and the board to delegate that authority to a recreation commission of five members. Both the school and park authorities will be represented.

Criteria for Camps

THE Columbus, Ohio, Camp Council, though it recognized that there is a "wide divergence in philosophy, program practices, sites and equipment, size, organization and the like," felt the need of a set of basic criteria to "serve as guides by which individual camps could measure their services." The Council undertook to draw up such a set of criteria, with special emphasis on their own local picture, but also with a view to the generally accepted good practices of camping.

The booklet, published in 1946, and titled *Touchstone for Good Camping,* seems well worth the price of 30 cents which the Council is charging for it. It may be ordered from the Columbus Camp Council, 8 East Long Street, Columbus, Ohio.

Community School Camp

THE Board of Directors of the San Diego County Coordinating Councils reports that the most recent of San Diego's youth-centered activities is the Community School Camp. It is an outgrowth of the program inaugurated last summer by the City-County Camp Commission for children not eligible to attend camps affiliated with special organizations.

A frontier settlement theme for the program is being used and there will be a year-round staff of counselors. In addition to recreation activities, there will be opportunity for practical social experience. The camp opened in March, 1946.

Music Guild

THE Chicago Park District Opera and Operetta Guild gave its first performance of the opera "Cavalleria Rusticana," by Mascagni on March 24 and March 31. The guild group is made up of both amateur and young professional singers. Scenery for the presentation was made in the Park District's Drama Shop and the costumes were made in the Costume Shop.

Year-Round School—Beginning July 1, 1946 all teachers in Glencoe, Illinois, will be employed on a twelve-month basis, with one month vacation with pay. The schools will operate the year-round, giving special attention to recreation activities during the summer months. During the regular school year these activities will be carried on after school, in the evenings and on Saturdays.

Metropolitan Recreation Commission — The County Board of Supervisors has created a Stockton (California) Metropolitan Recreation Commission by special resolution. The authority provides for the interlocking of city and school jurisdiction in an over-all recreation body for planning and administration. The Superintendent of Recreation of the Municipal Recreation Department, will act as director of the new commission.

Coordinating Committee—At a recent meeting of the Coordinating Committee on Plans of the District of Columbia the District Architect brought in for the recommendation of the Committee plans for twelve public schools, each of them designed with separate recreation facilities. This Committee is composed of several governmental agencies and a representative of private agencies conducting recreation so that there can be central consideration of the plans of all government and private agencies for the acquisition of new areas or the construction of new recreation buildings.

Community Forums—March saw the first of a series of community forums which are being held by the Adult Progressive Club of one of San Francisco's neighborhood recreation areas. The meetings are planned once each month about a subject of importance to the welfare of the neighborhood. A short entertainment program and a pot-luck dinner provided by club members round off the sessions.

Adults, Too!—Each year the San Francisco Recreation Department features a doll show as one of its activities. This, of course, is a high spot in the year's occupations for the female contingent of youngsters and provides more than a day of color and pride and fun because each playground holds an elimination show.

An especially interesting feature of the San Francisco show, however, are the five classes for dolls entered by *adults*. These are: oldest, most unique, best dressed, best dressed oldest, and group dolls to complete a group or picture theme.

Illinois' Parks—Illinois is expanding its park system. Already in 1946 two new parks have been acquired. Dixon Springs State Park in Pope County includes 400 acres. Dixon Mounds is an historical park of about 20 acres near Lewiston in Fulton County. In 1945, an additional 2,131 acres was acquired for six state parks.

Film Catalog—Castle Films, Inc., 30 Rockefeller Plaza, New York 20, New York, has announced a new catalog of educational and teaching films. Included in the list are all U. S. Government 16 mm. sound films and 35 mm. film strips. These materials were developed by the U. S. Office of Education, the Navy and War Department, the Department of Agriculture, and the U. S. Public Health Service.

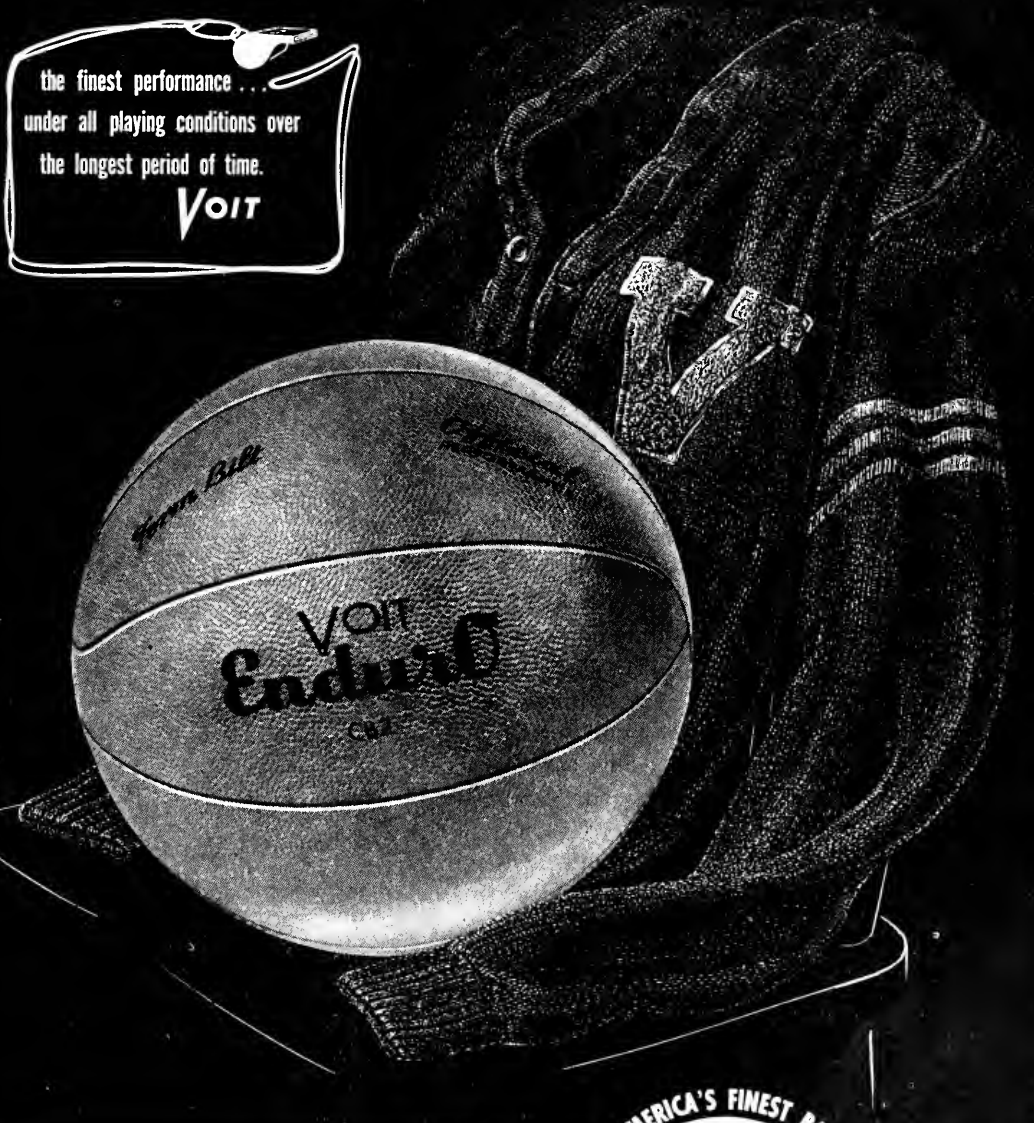
Decatur's Recreation—Decatur, Illinois, celebrated Recreation Week, March 3-9, 1946. The celebration was in recognition of "the coming of age" of recreation in Decatur (the program is 21 years old in 1946); in honor of R. Wayne Gill, retiring Superintendent of Recreation; a welcome to Russell J. Foval, the new Superintendent. During the week there were special programs in all community centers and gymnasiums—programs to which the members of the public were cordially invited to come. The celebration was climaxed by a Community Recreation Dinner which was attended by 200 guests.

Conference of Librarians — The sixty-fifth annual conference of the American Library Association will be held June 16 - June 23 in Buffalo, New York. The Municipal Auditorium has been chosen for the meetings and the Conference headquarters will be located there. Preliminary estimates forecast an attendance of about 5,000.

The Second Mile Club—Under the direction of an interested and active board and a voluntary secretary, the Second Mile Club of Toronto during the past eight years has developed a program which makes it possible for many old people of varying interests and backgrounds to belong to a group in which they feel important.

This club has headquarters in four clubrooms, open from 9:00 A.M. to 9:00 P.M. daily. The only people excluded are the very young and the fully employed, or persons whose behavior does not conform to the members' self-imposed standards. Club membership offers opportunities for new friendships, visits between members, and social outings.

They Speak for Themselves



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Workshops for Craftsmen — The Pennsylvania State Planning Board and the Pennsylvania Guild of Craftsmen have announced a summer addition to their program of teaching design and crafts carried on during the winter at the State Museum Workshop in Philadelphia. Two summer workshops are planned especially for teachers who cannot work with the groups on the winter schedule. A class in weaving for beginners will run from June 10 through June 22. Emphasis will be upon good design and simple technics. The class in pottery for beginners is scheduled for the period July 1 through July 13. Here again good design will be the chief aim of the course. For further information about the workshops write to Miss Anne Mueller, State Planning Board, Box 5, Harrisburg, Pennsylvania.

School Builds Playground for its Handicapped Children—The Mt. Logan School in Chillicothe, Ohio, has built a fence around its new playground for crippled children according to an item which appeared in the *Chillicothe Gazette*. The *Gazette* reports this as "the first step in a program which will provide twenty or more handicapped children of the special classes at that building with a separate playground where they may play without fear of injury from other, more active children." Installation of the playground is a project of the Ross County Society for Crippled Children and is being done without expense to the Board of Education. The Society expects to spend about $1,000 in the development of the playground.—*The Crippled Child,* February 1946.

Recreation Conference—Brantford, Ontario, recently held a three-day Recreation Conference. Speakers of note led discussions on *Recreation—Its Meaning, Recreation Facilities, Recreation—Who Runs It, Recreation Program and Personnel.* There were, in addition to the discussion periods, demonstrations and displays of crafts, gymnastics, folk dancing, archery and movies.

Story Play Festival—Story play is a feature of San Francisco's summer recreation program. The children act out—no props, no scenery, no lights, no make-up—the fairy stories and the folk tales that they hear. Each summer the program is climaxed by a Story Play Festival when the playgrounds vie for honors for the best story play interpretation.

Last year 700 playground children were present at the Festival. The bulletin of the San Francisco Recreation Department comments:

"The children who 'played audience' enjoyed seeing their pals perform for them and seemed spellbound throughout the show.

"The hunt for storybook characters throughout the Grove provided exciting fun as always. Even an adult would be thrilled to follow one of the many winding trails and suddenly to come upon one of the seven dwarfs. The event will furnish something to chat about for a long, long time."

Home Play—A game of "Rhythms" can create much fun and friendliness. Players sit in two rows facing each other. They start their rhythm by (1) slapping their knees with both hands, (2) clapping their hands together, (3) snapping the fingers of one hand. This is done in unison and the rhythm is kept up throughout the game—slap, clap, snap; slap, clap, snap. Once the rhythm is established a designated player at the head of one line gives the first name of a famous person as he snaps his fingers. The player opposite him gives the last name on the next snap of the fingers. The second player in the first line gives another first name on the next snap and the last name is to be pronounced by the player opposite him. If any player misses, giving the wrong name, or not being able to give any name at the next snap of the fingers, the play goes on to the next person in the opposite line. A first name or a corresponding second name must be given on each snap of the fingers. Players take regular turns as in a spelldown. The team wins a point each time the opposite side misses on the "snap" or says a name at any other time.—From *Freedom for Fun,* Chicago Recreation Commission.

Chicago Presents a Radio Program — Every Saturday afternoon at 2:30 o'clock, a radio program, *Your Chicago,* is presented by the Chicago Park District and the Chicago Public Library in cooperation with radio station WBBM. The broadcasts feature things to do in leisure time for fun and profit, and on-the-spot stories.

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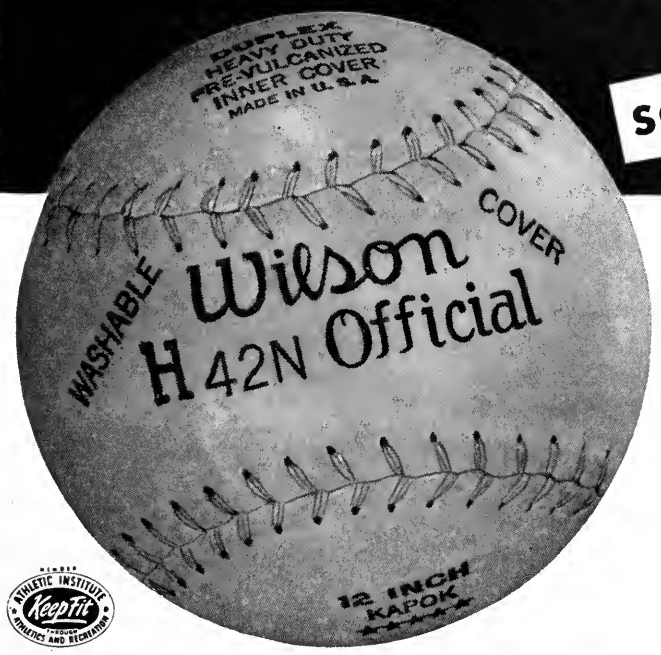

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

Toward a Fuller Life

(Continued from page 152)

Extension Service of the U. S. Department of Agriculture:

"I teach the abundance of the field, of flocks and herds, the orderliness and peace of the home, the beauty of woods and stream, the glory of work and tasks accomplished.

"I teach rural youth the ways of free men and through me life is good and work a song. It is my privilege to paint the rose among the thorns, the wheat among the chaff, and to open wide the door to the great good earth and rural life so that men may see and understand.

"I promote rural organizations, programs of betterment on farms and in homes and communities, and through me youth grows strong, men are developed and rural life is honored among men.

"I make effective and fruitful the Agricultural Extension Program of Nation and State in the countryside. I am known to but a few. I serve without wages or price; yet my reward is great for I am helping build a nation.

"I am the local leader of the Agricultural Extension Service and 4-H Club Work."

Now Off the Press!

TWO NEW National Recreation Association publications are now available. The *Proceedings* of the twenty-eighth Recreation Congress of the National Recreation Association includes transcripts of the talks given at all the general sessions and summaries of the section meetings held during the Congress as well as a report on the Industrial Conference which preceded the general meetings. The price of the *Proceedings* is $1.75.

The second publication is titled *Enjoying Nature*. Prepared by Reynold Carlson, nature specialist on the staff of the National Recreation Association, the booklet discusses three developments which can contribute to the fullest recreative enjoyment of nature—nature centers, nature trails, trailside museums. This material will be a valuable aid to those recreation workers who are concerned with developing or enlarging a nature program. The booklet, furthermore, is a pleasure to the eye. Perky drawings and subject headings printed in green ink complement the excellent text and illustrations in black and white. The booklet is priced at 65 cents.

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Educational Authorities

(Continued from page 137)

at developing good citizenship. Each local league has a project each year. Among the projects that local leagues have carried out during the school year are purchasing schoolroom and playground equipment and musical instruments of various kinds, planting trees and shrubs, and making scrap books for children in hospitals. There is also each year a state-wide project and an essay contest, usually on the same subject as the project. The Young Citizens' League has legal status — and State funds—in South Dakota. There are also State organizations in North Dakota and Colorado and scattered county chapter leagues in at least twenty-four States, in Canada, Alaska, and Central America. During the years since 1933 the State appropriation has been quite low, but for this year the appropriation has been restored to its former level.

State Planning Agencies Think About Recreation

PLANNING FOR RECREATION is now considered coequal with planning for other purposes. Real advances are being made by local communities with their planning programs, largely through the cooperation of the State planning agencies. Technical and planning assistance is being provided local communities in the making of studies, development of town or city plans, and in program development.

The State Act establishing the Wisconsin Planning Board authorizes the Board to cooperate with local government units and agencies in city planning, park and recreation planning and area layouts, and in town, city, and county zoning. Real progress is being made, and at last report the Board was working with about twenty local communities and counties in providing such service.

The first publication of the Indiana Economic Council was entitled "County Community Forests." Although the income-producing possibilities of such forests were stressed there were also many references to their recreation values.

One study being made by the Planning Board of the Pennsylvania Department of Commerce which will have general interest in many States concerns the questions of relationships in the various States between such agencies as forest, park, game and fish, and conservation departments.

The "Parish Planning" program in Louisiana is a little different approach to a state-wide plan. In many States the so-called "Master Plan" is prepared by the State planning agency with the thought in mind of fitting local developments and programs into this plan. In Louisiana the reverse procedure is followed, and each parish (county), is urged by the Division of Planning of the Department of Public Works to create a local planning board which will be responsible for making basic studies on the utilization of local resources and the development of facilities and services. The Division of Planning gives advisory and consultation service to the parish boards.

In 1945, $4,850,000 was appropriated by the Illinois Legislature for postwar public works planning in that State. Money for planning is available to counties, incorporated cities and villages, public school districts, and sanitation districts and park districts. The monies are not available for construction programs but only for planning.

A detailed physical, administrative, and fiscal plan has been worked out by the New Hampshire State Planning and Development Commission to improve the recreation services available now to people of that State.

Funds are also available in New Jersey, Michigan, New York, and other States to assist counties, municipalities, and school boards in financing the cost of preparing detailed plans for proposed public works or improvements. The amount of State aid allotted for any one project usually cannot exceed one-half of the actual cost of the plans or *2 percent* of the estimated construction cost, whichever is lower.

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The State of Recreation in the State of Vermont

(Continued from page 156)

The Governor's Annual Recreation Conference includes a practical workshop, and the Conference in December last year had workshop sessions in social recreation, arts and crafts, winter sports, as well as discussions of recreation planning, youth organizations, recreation in larger communities and recreation in rural areas.

The shortage of trained water safety instructors and life guards created a serious problem last summer. Through the cooperation of the American Red Cross and local communities 22 young people representing 12 towns attended National Red Cross Aquatic Schools and were qualified as instructors. But since many communities could not afford the expense of sending representatives to the National Aquatic Schools a State Aquatic Institute of a week's duration was held at Lake Champlain with the help of the Red Cross and of the Burlington Park Department. Thirty-three young people fro 12 towns attended this institute, and plans are under way to make it an annual event.

Rural Problems and Solutions

In rural Vermont the problem is to keep young folks happy on the farms and to strengthen their social life. Distances mean little today and if agricultural communities are to survive, rural recreation is more important than ever. Rural communities are being challenged to contrive new means of increasing the attractiveness of existing facilities and areas or to enlarge them, or even to plan new ones so that all may have an opportunity for community recreation.

Two rural institutes are being planned for next fall. The Director meets during the year with Grange groups and with 4-H and Future Farmers of America groups to help with their recreation programs.

Two of the questions which frequently confront the Service relate to teen-age boys and girls and to living memorials. People want to know what they can do for their young people. Should they build a community building? Frequently the Director has found that there are already plenty of facilities

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Director of Recreation Workshop

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in the community if only they could be used. For example in one community an old hall which had not been used for twenty years was scrubbed and equipped by the young people. And another town asked about how to buy an old church for a recreation center. Not only is the church now being used for recreation but religious services have been revived there.

Interest in living memorials is keen throughout the State. Stowe, with 540 residents, is building a recreation field (recently referred to by one lady as the Resurrection Field) for the community war memorial. Northfield's field and swimming pool are under construction with $7,500 raised by less than 3,000 people. Morrisville, population almost 2,000, just recently voted $75,000 to match a contribution of that amount for a community building. Woodstock is building a recreation building the total cost of which was contributed by one of the local citizens. She also provided an annunty of $7,250 for upkeep of the building. And there are plans in Middlebury, Newport, Bennington, and many others. The Director advises these communities to call upon some expert before they have gone too far in their plans.

Living Memorials

MANY ORGANIZATIONS are now planning memorials to the war dead that will be a fitting monument to the ideals for which we fought. What could be more fitting to offset the total destruction of war than a community workshop dedicated to constructive, creative work? A real recreation center for all the family!

Somewhere in this mad race we call progress, our ideas of recreation have become badly distorted. The movies, night clubs, ball games and races at which we are merely spectators—these are amusements, a form of escape for many, but not re-creation. They do not restore us physically nor feed us spiritually.

And how typical that when confronted with the problems of youth delinquency, we attempt to solve it with Youth Centers that provide a dance floor and a soft drink bar "to keep the youngsters off the street"—a miniature of our night clubs. For what are we preparing them? At an age when

---

The Recreation Advisory Service has excellent relations with other State departments interested in recreation. The Department of National Resources which includes the State park and forest work in the State is represented on the State Recreation Committee of the Council of Safety. The State Library has consulted with the Director in connection with their bookwagons. The Service gets a great many requests for help from local school authorities through the Department of Education. The Director has aso worked with local school boards and superintendents in the planning of the school buildings for community use. The University of Vermont is planning a program for training not only students interested in professional work in recreation but also students with volunteer interests at heart.

In at least two cities recently, industrial plants considering those cities specifically asked for information about the community recreation programs. In one case the industrial executive said definitely that he would not have brought his plant to that city if there had not been a public recreation program there. In one Vermont city $1,000 was saved last summer by having a trained superintendent of recreation instead of a number of political appointees as had been the practice before. Vermonters are famous for their thrift. Vermonters appreciate the meaning of facts such as these.

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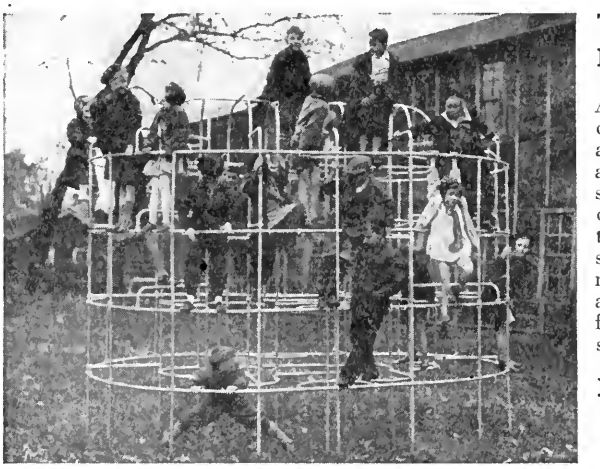

The famous Monkey Jungle

As the name implies, this climbing device would be a delight for a monkey, and surely is a real joy for swarms of happy children, climbing and swarming through the maze of the smooth, rounded, hot galvanized steel members. It is a real jungle, and will afford untold hours of happy strength-building fun.

Many other types of climbing devices are supplied

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their energies are at their best, their hopes and ambitions highest, their need for recognition as a useful part of society greatest, we offer them opiates! And those who cannot, or care not to compete in these perpetual popularity contests, scheme how to hit back at society that has made no place for them.

We all deplore what has happened to American family life — the division of interests that often makes members of the same family strangers to each other. And what wonder when from kindergarten through college, in church and in clubs we are segregated according to age, with special interests and loyalties that have little or no relation to the family as a whole.

It is our belief that a Community Workshop for the creative arts is as necessary to the cultural growth, well-being and happiness of the family and community as are its schools and libraries. . . . a place where veterans will have an opportunity to continue skills learned while in service, and to develop new fields of interest: where Dad can try his hand at some fine cabinet work that he has always had a hankering to do, and Mother can learn to weave those lovely textiles that are so priceless today. Jewelry and pottery making appeal to all ages. Metalwork, printing, photography, bookbinding . . . the list of things to do for fun and profit is endless. And usually these activities will have a direct relation to making home a better place in which to live.

Aside from the recreational value of a Community Workshop, its economic values also are limitless. Most people would use these facilities for the pleasure of making useful and beautiful articles for themselves, but many would find that skills in the handcrafts offer a means of income as well. Many types of home industry could develop from such a project, and the community profit greatly by increasing its employment opportunities and its cash income.

We believe that no other enterprise can serve so well to cut across all lines of age, race or religious differences and to cement together the family and the community into a working whole. What hope can there possibly be for world unity until we find some unity within ourselves and in our immediate circle of endeavor?—*Anne Mueller.* Reprinted by permission, from *Pennsylvania Handcrafts,* January, 1946.

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Teaching Fun By Air

Appreciation cannot be taught;
Appreciation cannot be bought;
But if it is sought—
It can be caught.

THERE IT IS—all in the proverbial nutshell. That is the reason why Oglebay Institute, Wheeling, West Virginia, in cooperation with Radio Station WWVA, devised a new radio series titled, "Fun with Music, Books, Pictures, Poems, and Nature." The program was sent out over the air waves every Sunday morning at 9:15 with the hope that the average man or woman who may not have found or made time to discover that exploring is fun will find the invitation appealing. It may follow that the listener will try sleuthing in the libraries of the artist, the musician, the reader, and the nature lover, only to discover that he must have his own library for enjoyment many minutes of the day.

The Program Director of Oglebay Institute saw the need for such a radio series to originate in the Institute's various departments. As far as could be ascertained there was no similar program being aired by the networks or locally. The Managing Director of WWVA became interested in the idea and not only aided in the planning of the series but put his promotion department into action for newspaper stories and window displays. A brochure was prepared by the Institute and sent to a mailing list of several thousands.

Further plans for the series provided lists of reading material to be mailed to those listeners who wished additional information. These supplementary lists were supplied by the Ohio County Public Library. An open house was held at the Oglebay Institute Downtown Center with the commentators conducting summations of their material, answering questions, and ascertaining of what further use these "Fun" programs can be.

The Guides — the commentators on the programs—were people who have devoted considerable time to exploring their special fields and have found such enjoyment in so doing that they want to share with others.

Titles of broadcasts were made as appealing as possible and included such scheduled topics as: "Why Dark-Keys Were Born," "The Call of the Wild," "A Little Nonsense Now and Then," "Right in the Beginning," and "Gold Is Where You Find It." These titles were meant to arouse the curious.

Believing that the average man likes music, poetry, books, nature, and pictures and responds to beauty in any form, we wanted to carry him further along in these fields. There is much beautiful music that does not need explanation or translation to be understood and enjoyed. Simply to hear it is all that is necessary. The same is true in other fields into which these broadcasts journeyed. The programs were designed to make it possible for the average man to "hear." The brochure announcing the series concluded with the following quotation:

> "A man should hear a little music, read a little poetry, and see a fine picture every day of his life, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul."

The series began on Sunday morning, January 6, with a program entitled, "Tuning Up," and ended on Sunday, May 26, with "The Call of the Wild."

Indiana Park Executives Learn More About Recreation on State Park Campus

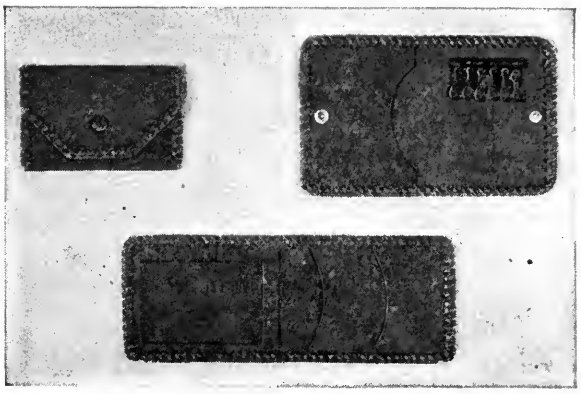
RECREATION PLAYED an important part in Indiana's first training institute for state and municipal park executives. Recreation sessions were held in Canyon Inn, McCormicks Creek State Park, Spencer, Indiana (Institute Headquarters) and on the campus of Indiana University.

The Institute was sponsored by the State Park Division of the Indiana Conservation Department, Indiana University, and the Indiana Park and Recreation Association and held at McCormicks Creek State Park from March 11 to 22. Eighty-five persons participated in the Institute.

The recreation session on the University campus was opened to the students of Indiana University. The agenda consisted of: "Recreation in State Parks," Garrrett G. Eppley, Indiana University; "Municipal Recreation Program," R. B. McClintock, Superintendent of Parks and Recreation, Fort Wayne; "School Recreation," James Conover, Director of Physical Education and Recreation, Terre Haute; and a Forum Discussion led by K. Mark Cowen, Superintendent of Recreation, Indianapolis. Recreation topics discussed at the State Park were: "Water Activities," Leo Sanders, Director of Water Activities for the Division of State Parks; "Naturalist Service," Sidney R. Esten, Chief Naturalist for the Division of State Parks; "Camping," Miss Stella Hartman, Secretary of the Indiana Section of the American Camping Association, Indianapolis Council of Social Agencies; and "Training for Leadership," Professor George E. Schlafer, Indiana University.

The Institute was opened with an address of welcome by Robert F. Wirsching, State Park Director, followed by an account of the park movement by L. H. Weir of the National Recreation Association.

Tentative plans for next year are to hold the Institute in the late fall or winter months, limit the time to five days, and open the enrollment to park executives living outside the state. — *Garrett G. Eppley.*



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Education Has Responsibilities for Recreation

By JULIAN W. SMITH

Chief of Health, Physical Education and Recreation Project
Michigan Department of Public Instruction

THE DEPARTMENT of Public Instruction in Michigan has a keen interest in recreation. This year we have an experimental division known as Health, Physical Education, Recreation, School Camping, and Outdoor Education. This division is attempting to encourage schools to make use of all these broad areas in education for the health and fitness of young people. Specific attention is being given to assist schools in developing the educational aspects of recreation. Special emphasis is placed on school camping, whereby camping becomes a part of the total school program and is made available to all the children.

It goes without saying that each individual State has a different pattern for recreation, and we can't impose any one pattern on all States. Many of our State Departments of Education have divisions for health, physical education, and recreation, but most of the emphasis has been on physical education. We educators had better get our heads out of the sand, as far as recreation is concerned, because education does have a major role with certain definite responsibilities.

Teaching Skills and Attitudes

This should include a wide range of skills, including dramatics, athletics, sports, games, outdoor activities, and the like. We have tended to emphasize mainly the physical activities. As an illustration, I would like to refer to a recent meeting of the secondary school principals of our State. Several of them felt that the opening of the hunting and fishing seasons was a serious problem and that the Department of Conservation should set the opening date on a week end. The problem arises because a lot of the boys want to go hunting and fishing and the schools do not know how to handle it. Following this line of reasoning, we would fill the woods with young boys and adult hunters over the week end so that we could brush off a problem administratively. A million people in our State buy hunting and fishing licenses, which means that that many young people eventually will be interested in that form of outdoor education. Isn't that just as important as football? Why do we ignore that kind of recreation in a boy's life and have very intensive training in athletics? We must accept responsibility for a broad program of recreation interests. Incidentally, the Department of Conservation and the Department of Public Instruction in our State are contemplating the publication of a little booklet about hunting and fishing as a part of outdoor education and recreation. This is just as important as some of the other things we do in education.

The schools should cooperate with other community agencies in developing recreation programs. All the agencies concerned must join efforts. In our Department, we get calls from communities that want to organize a recreation program. We go out in teams with people from the Youth Guidance Commission, Michigan Recreation Association, and whenever possible, someone from the National Recreation Association.

Responsibilities

The school has the responsibility for planning and developing school buildings and playgrounds for recreation. The Department of Education must approve the building plans in our State. It has the authority to disapprove those which do not meet the recreation needs of the whole community. We must put more emphasis upon school buildings that are designed for community activities.

The school has a responsibility for leadership in recreation. In Michigan there are approximately 700 high schools that present some form of a community center. Probably 100 of these will have joint programs sponsored by the board of education and the village or city council, but the other 600 are not likely to develop adequate programs unless the schools show some initiative and leadership, because they are, for the large part, in rural areas. If a school has some facilities to start with, and if one or more teachers on the staff have had some training, it is the responsibility of the school to assume leadership. That doesn't mean that the school is solely responsible, because, again, there must be cooperation of all the agencies. We have to urge education leaders to accept this responsibility and insist that recreation is one of the functions of education. At the State level, we must get together. We are planning to call together representatives from the Department of Conservation, the Department of Public Instruction, the Youth Guidance Commission, and the State Planning

(Continued on page 174)

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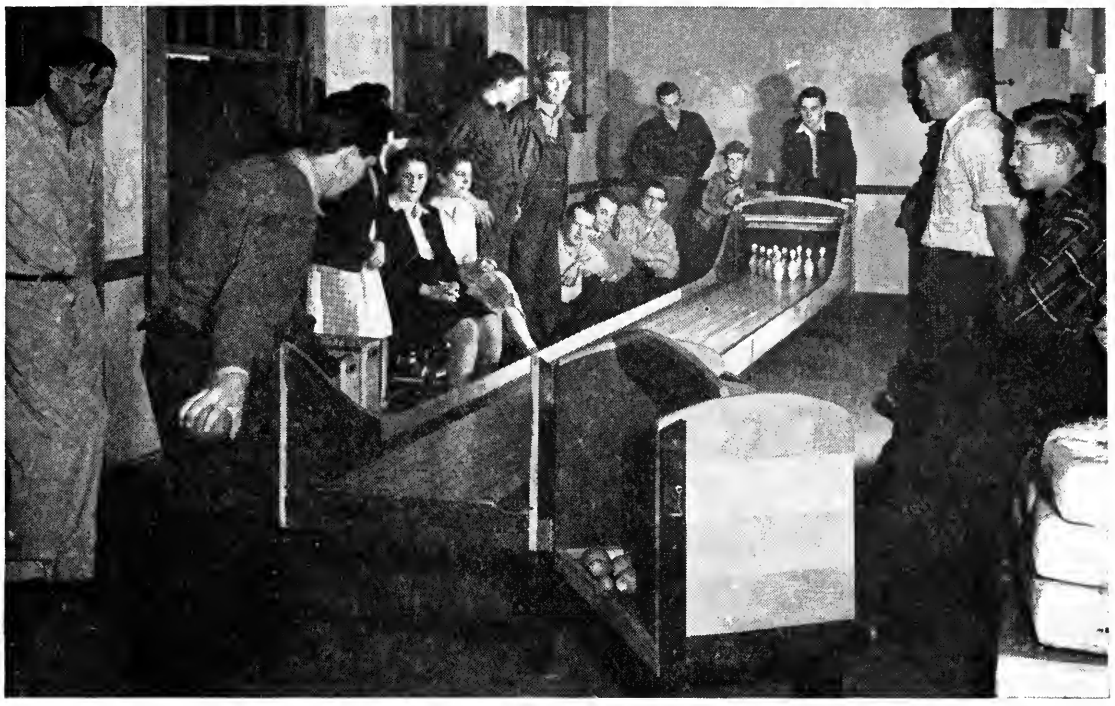

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Recreation in New York

Extracts from Governor Dewey's 1946 "Report to the People"

THERE IS NO SINGLE ACTIVITY of the State which contributes so much pure happiness to the lives of its people as the great beaches, the State parks, the forests, the trout streams and the lakes in the summer and the ski runs and bob-sled runs in the winter.

Many of our people don't realize it, but there is no State in the Union where the people can be as healthy and as happy in the enjoyment of almost every conceivable kind of outdoor exercise and sport. Certainly there is no other State which has miles of wonderful beaches on the ocean, majestic mountains, lakes and rivers, and two of the Great Lakes.

More than a million and a half of our young men and women have been away at war. It is my hope that when our program is completed they will have opportunities for outdoor recreation unequalled by any place in the world.

That means a tremendous expansion. Three years of planning have gone into this program and twenty million dollars from the Reconstruction Fund for the building of new camp sites, for developing new fish hatcheries and game preserves, and adding and developing more than 350 miles of additional trout streams. New York is going to be a happier and a healthier State to live in when this program is completed.

The Parks of the National Capital

THE PARKS of Washington, D. C., play no minor part in making that small plot of Federal property known as the District of Columbia a lodestone for hundreds of thousands of visitors each year from the forty-eight states of the U.S.A. and the four corners of the earth. There are 730 reservations for parks in the District and its environs—730 parks covering 12,500 acres of land. Three of them—the Mall, the Capitol ground, the President's Park which includes the White House grounds, contributed to the dream that was dreamed on paper by the Frenchman Pierre Charles L'Enfant when he laid out the plan for the Capital of the United States over 200 years ago. The others have been added through the years as the growth of that Capital kept pace with the growing of the country which it served.

To those thousands of visitors who come each year to the city the parks are a source of pleasure to the eye. To the other thousands of people, citizens of many states and many nations, to whom Washington is "home" the parks are that and something more.

Places for Play

The National Capital Parks are operated as a unit of the National Park Service. Under that operation they have become places where the people of Washington may "walk abroad and recreate themselves." The recreation facilities provided are legion. There are few forms of outdoor activity which cannot be enjoyed in one or another of the parks. Here, specifically, are some of the things you may do in the National Capital Parks.

You may take part in team sports—baseball or basketball, field hockey or football, volley ball or soccer. You may ride horses or pitch horseshoes, play marbles or croquet or golf, polo or paddle tennis or regular tennis. If your taste runs to the water you may race a boat or row one, swim, wade, fish. You may try your hand at archery, plan a picnic, play in the sand, skate—roller or ice—see an outdoor play, listen to a symphony in an out-of-doors concert shell, take your children to the playground, or have a cup of tea.

For the Nature Enthusiast

Nor is this all. Let us suppose that nature is your hobby. For you the parks are full of treasure trove. Take trees. The position of each tree in each park together with its name is plotted on a map which may be had for the asking. The map of the trees and shrubs in Lafayette Park, for example, is 18 x 11 inches. On the reverse side there is a brief note about each tree whose name appears on the face of the map. These notes give factual information about the tree, its origin, and its uses. In general there are few scientific terms used in the descriptions. Those that are used are explained and illustrated.

A study aid has been worked out for birds in the form of a check list. The list of birds that may be seen in Washington is arranged in alphabetical order. Names of resident birds are written in capital letters. The names of birds that nest in the vicinity are followed by the number of the month in which they customarily begin nesting. There is a space for the checker to indicate the date a bird was seen, and the months when the birds may normally be expected in Washington are checked.

Informal Nature Program

The nature enthusiast does not have to proceed without guidance. There are three full-time naturalists, two part-time naturalists (Saturdays and Sundays), two historians, one botanist and many volunteers—hobbyists of one aspect of nature or another—who are on hand to conduct groups on nature walks. Lectures on nature are given in school assemblies, and there are classes in nature guidance for adults and children. The naturalists, too, work closely with the Department of Recreation in its excellent day camp—only one feature, by the way of Washington's Recreation Department's fine program.

A State University Serves the American People's Theater

(Continued from page 145)

Potentially there is much work to be done in developing this great field of creative art among the people. The future of this people's theater is very much tied up with the availability of such services as those mentioned in this article. Our State universities are the logical agencies to offer these services.

Did you know that, according to a report, the State of Minnesota has 11,007 beautiful lakes?

Recreation and State Youth Commissions

SEVERAL STATES at the present time have developed State Youth Commissions or Authorities. These States are recognizing in these commissions and authorities the part that recreation plays in the lives of young people. Each State is making a different approach. Fundamental to all of the agencies is an attempt to do something about delinquency. Recreation is one of the positive factors that all are emphasizing. Most active of these States are California, Michigan, and New York.

The California Youth Authority, established in 1941, has a Recreation Consultant serving on a full-time basis. In response to requests he gave consultant service to public and private organizations and to individuals in sixty-nine communities in a recent ten-month period.

The Michigan Youth Guidance Commission was created in 1945 "to promote conditions conducive to youth development; to assist local authorities in problems affecting youth; and to assist agencies concerned with youth through appropriate encouragement and activities." The Commission has a budget of more than $75,000 for the biennium ending July 1, 1947. About 75 *percent* of the requests for help that the Commission receives have to do with recreation. Requests for help are frequently referred to recreation executives in nearby cities. A pamphlet entitled "Getting Started in Community Recreation," has been published to help communities organize recreation programs. The Commission has had the cooperation of the Michigan Recreation Association, the Department of Public Instruction, and the Michigan High School Athletic Association. It is working with over 200 youth guidance committees throughout the State to help communities attack some of the problems of young people.

In 1944 the Kentucky General Assembly established the Kentucky Youth Guidance Commission. In the recommendations which the Commission made to the Governor in December 1945 there were two directly involving recreation. One called for a state-wide recreation program as soon as possible. The other suggested that the State Recreation Committee prepare data to be used by communities in establishing and operating a general recreation program and such special activities as youth centers. The recommendations came as the result of a questionnaire survey of the State to determine among other things the recreation opportunities and needs of the young people. Of fifty-eight who replied to the question about presence or absence of an organized recreation program, forty-six replied that in their counties no such organized program exists.

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The New York State Youth Commission was established in 1945 on a temporary basis on the recommendation of the Governor's Interdepartmental Committee on Delinquency. The Commission can give State aid to municipalities for youth bureaus and for education and recreation projects. A city, town, or village may receive one-half the entire amount of the expenditures for a recreation project provided the aggregate amount of State aid to any municipality shall not exceed $250 per annum for each 1,000 children. Municipalities, however, with less than 4,000 children can be granted $1,000 per annum. This State aid is for new projects to supplement existing projects. Approximately $800,000 is available for the State aid program for the period ending July 1, 1947.

MAJORING IN MINORITIES

HOW WELL DO YOU KNOW your neighbors? Do you know the day by day problems of minority groups living together in a democracy? Are you at home with people of other races and nationalities than your own? Do you know about their holidays?

Here are four pamphlets to use as a basis for discussion around the campfire and a playlet for teenagers revealing the scientific fact that there is no difference between White and Negro blood.

The Core of America's Race Problem .10
Dorothy I. Height

Personal Adventures in Race Relations .15
Esther Popel Shaw

Blood Doesn't Tell—a playlet..... .10
Elsie Austin

At Home—With People ..... .25
Edited by Elise F. Moller

Jewish Holidays—Do You Know Them? .15
Elise F. Moller

THE WOMAN'S PRESS
600 Lexington Avenue, New York 22, N. Y.

Planning and Financing of School Buildings

THE NEW CONCEPTION of adult study calls for a new type of school building, declared Dr. Englehardt of the New York City Board of Education in his opening remarks. The auditorium should be planned in terms of democratic principles—for example, no balcony, so that all will be on one level, and auxiliary space around the stage to encourage participation in activities. Classrooms should be planned for duplicate use, by pupils and adults. Dr. Englehardt believes the day is coming when laboratories will replace classrooms for all school subjects.

State building costs were discussed by John Marshall of the West Virginia Board of Education, who said that standards should outline definite objectives rather than prescribe exactly how the objectives are to be achieved. Architects welcome information but resent too specific limitations in planning and construction.

Mr. Nichols, an architect, formerly with the Connecticut State Department of Education, discussed building costs and probable cost trends. Bid prices, he pointed out, have risen 60 to 80 *percent* over 1939 prices, and the situation is so uncertain that most contractors will bid today only on a cost-plus basis, because they cannot estimate future material or labor costs. His firm and many others are advising school authorities against building for at least another year. Construction costs, said Mr. Nichols, have risen much more than commodity prices. Building costs are 130 *percent* higher today than in 1914, whereas general prices are only 40 *percent* higher. He estimates that when conditions become adjusted costs are likely to be 30 *percent* above the 1939 level.

A representative of the New York State Department of Education considered costs from a different angle. Speaking of low interest rates on bonds, he said that some cities have recently sold school bonds for rates as low as 1 *percent*. Even though building costs have increased appreciably, because of the drop in interest rates on bonds the total cost of financing a new school building represents only a very slight increase.

An OPA official announced that the OPA is putting dollars and cents prices on building materials, equipment, furnishings and construction, including services such as roofing, electrical work, and masonry work, as part of a program to keep down building costs.—*Regional Conference of the American Association of School Administrators*, New York City, March 5, 1946.

Recreation Institute

RECREATION—*Play that Works in Public Relations* is the theme of the Professional Relations Institute at La Crosse Teachers College on June 19 and 20, 1946.

The purpose of this Institute, the third of its kind to be held at La Crosse, is to promote better understanding between schools and the public. Representatives from labor, farms, business, industry and the professions will discuss the questions, "Where Are the Weak Spots in Our Schools?" A puppet show will portray the way one school has answered the criticism of its public.

Outstanding speakers from this and other States will point out the ways in which the schools and the public can work together to solve their common problems. "Play That Works and Work That Plays" will be the subject of a series of workshops to be held during the afternoon. Students in attendance and the public will learn how to

further their own recreational interests in fields of art, dramatics, social recreation and music. The afternoon meetings will form the basis of an evening's program which will fuse the four fields and point out their connection with good public and professional relations.

This two-day meeting will be of special interest to teachers and recreation leaders everywhere in both rural and urban areas, since new aspects of recreation and public relations will be demonstrated.

Tennessee Blazes a New Trail for Camp Leaders

(Continued from page 141)

At four one unit goes on a hike and cookout to Fall Creek Falls with Mr. Carlson and Dr. Mayfield. The group will come back by moonlight to be home for taps. The hike is a nature field trip, with trees and birds occupying the attention of the hikers. The flame azaleas are blooming near the falls and everybody wants to see them.

The other two units are down at the swimming dock for a swim and instruction in water safety by Mr. Lepich. Some wish to learn to paddle the canoe and, after instruction, paddle upstream.

Following dinner the two units left in camp adjourn to the lodge for square dancing under the leadership of Mr. Colby. At ten the day's activities are over.

Success Story?

Each day is different, and all students have a chance to attain skills in a great variety of activities, skills in leadership that will be transferred to the camp program of the coming summer.

Has this camp leadership training succeeded? A visit to the various camps in operation in Tennessee last summer showed the influence of the training course. Even during the fall and winter months the effects continued, as leaders of clubs and groups used their new ideas and abilities.

The Conservation Division of the State of Tennessee has felt this training program to be extremely worth while and hopes in future years to continue this cooperative training effort.

The North Carolina Recreation Commission

(Continued from page 143)

Our Commission voted to put on a ten-year training program. We are stressing two things this year: nature and nature crafts, led by Reynold Carlson of the National Recreation Association, and social recreation, led by specialists in that field. These institutes are being held in four areas covering the entire State. Next year we hope to specialize in music.

We are working now on a cooperative plan whereby the local recreation commission and the local school board can share in the use of school grounds and buildings.

We receive questions by the hundreds. We try to answer them all. If we can't answer the questions we send them to the National Recreation Association, and if they can't answer them they are unanswerable.

What I have been telling you concerns North Carolina. What we are doing may not be possible in other States. In other States maybe the leadership should be taken by the Department of Education or the State Park Commission or some other State agency. I have given you some picture of the way we have approached the problems in North Carolina.

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A State Planning Board Plans for Recreation

(Continued from page 150)

attention in the communities toward the need for recreation, and they are also attempting to see that the public funds that are to be spent are devoted, as far as is reasonable, to enlarging recreation facilities on a State-wide basis.

Work in the rural areas is limited by lack of personnel. We have 3,300,000 rural people in Pennsylvania, and that means that each extension worker has, on the average, to look after the needs of 50,000 people. This limits the worker's recreation activity, it seems to me, to stimulating a local demand for facilities that are provided for under the State school laws. Far more than that is needed, particularly instruction in home arts and crafts which could provide more outlets for the creative urge and more satisfaction for both young and old in rural living.

There are other State agencies — the Departments of Welfare, of Health, and of Public Instruction—whose concern with public recreation cannot be covered in so brief a survey. The problems in all cases are much the same—to stimulate and aid the local development of programs suited to each community's needs, and on the State level to balance the needs of a large urban and a large agricultural population.

Education Has Responsibilities for Recreation

(Continued from page 168)

Commission to develop a State policy where each one will say, "This is our responsibility," and secondly, "This is how we propose to work together."

Let me mention one other area of recreation—school camping. Camping is bound to become a part of the school program. Boys and girls will go to camp sometime during the school year and stay for two weeks or more. This will be a part of the regular educational program and not simply a summer vacation. It has great implications for health and recreation, particularly in the development of outdoor skills and appreciations. Let us not overlook such opportunities which will take our youth into the great out-of-doors and help develop a more wholesome type of living.

Food Still Fights for Freedom

THE WAR IS OVER. But, in many places, the freedoms for which the war was fought are still to be won. For freedom, in the phrase of Stephen Vincent Benet, is "a hard bought thing." Food can still fight for freedom—for the freedoms from want and from fear. Youngsters on the playgrounds of the United States can, in this summer of 1946, help in this fight as they helped during the war years with salvage and war savings programs.

Food can be a weapon. Like any gun or bomb it is available alike to men of good or evil will. Hunger fought for Hitler. Hunger can provide the cue to bring freedom out from her place in the wings onto the stage.

It is our "meet, right and our bounden duty" to send whatever part is needed of the fruits of our earth to help feed those people of the world who are hungry. Famine will walk with 500,000,000 people this summer and the threat of famine will dog their footsteps in the winter ahead unless food comes from somewhere. We are called upon to make some minor sacrifices to provide some of that food. Here is what the Famine Emergency Committee asks us to do.

Don't waste bread. The one slice in every loaf that now finds its way into the garbage pail will save thousands of lives.

Substitute potatoes and *oat* cereal for bread and wheat cereal whenever possible. *Eat less bread.*

Don't serve ANY pastry or cake for desserts. Fruit and other sweets can take their place. Flour that now goes into pastry and cakes *must* go to relieve famine or to make bread.

Don't throw away meat drippings. Use them for cooking and seasoning.

Eat less fried foods.

Render excess fat from meats. Use it for cooking as long as you can. Turn it in to your butcher or your grocer when you can use it no longer.

Don't use any more salad dressings or salad oils than you *absolutely* need.

We can hardly do less than these things. We could and should do more—much more. Here are a few suggestions:

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Survey Midmonthly, April 1946

Bridging the Gap, David Danzig
You Cannot Demobilize Old People, George Lawton
Meet Yourself at Sixty-Five, Margaret W. Wagner
Life Begins at Forty Plus, Kathleen Gorrie

Holiday, May 1946

Now We Are Twelve
Space for Play, Harold Ickes
Dime Bank Odyssey, Carl L. Biemiller

Parents' Magazine, May 1946

Everyone Plays in Our Yard, Marian Prentiss and Katharine H. Read

Beach and Pool, April 1946

Standardized Swimming Pools, Capt. T. W. Sheffield
California's Beach Development Program

Scholastic Coach, April 1946

. . . . And Then There Were 9, Arthur T. Noren

The American City, April 1946

A Caution Concerning Civic Centers, Herbert W. Stevens
The Park Arboretum as a Living War Memorial, Donald Wyman
How a Small City Swimming Pool Might Be Financed, Martin Stern
A Quarter Century of County Parks, W. Richmond Tracy

PAMPHLETS

Recreation Survey and Long-Range Plan, City of Norfolk, Virginia

Prepared for Norfolk City Council and Recreation Commission, Norfolk, Virginia

Recreation (Occupational Abstract No. 90)

One of a series on occupations in which postwar employment prospects are favorable. Occupational Index, Inc., New York University, Washington Square, New York 3, N. Y. Single copies $1.25

Patronize those restaurants that are actively cooperating in the government's request for conservation.

Tell your grocer *in advance* your basic bread needs for the week so that he can order accordingly.

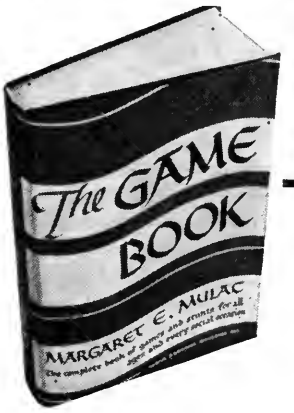
Write to the Secretary of Agriculture in support of the government program for wheat conservation.

Help organize your community for saving food.

Talk about the need and explain the manner of helping save food whenever you possibly can.

Practice what you preach!

The complete book of games and stunts for all ages and all occasions



THE GAME BOOK by

Margaret E. Mulac

More than 600 games and hundreds of game ideas for parties and special events brought together in one helpful volume, designed especially for parents, recreation leaders, camp directors, teachers and program chairmen. The directions are clear and simply worded. The text is well illustrated with numerous helpful drawings and diagrams.

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Send me THE GAME BOOK, for 10 days' free examination. At the end of that time I will either return book to you and owe nothing or I will remit $2.50, plus mailing charges.

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New Publications in the Leisure Time Field

Children and Literature

Association for Childhood Education, 1201 Sixteenth Street, N.W., Washington 6, D. C. $.50.

IN THE 36 PAGES of this booklet the Association for Childhood Education has brought together reports of activities in many aspects of literature for children. The uses of literature *with* and *for* children are considered in relation to the school and the community. Attention is given specifically to the roles of the classroom and the classroom teacher, the home and the parent, the children's book shop, the library, the children's theater, and recordings of children's books for phonograph and transcription. *Children and Literature* is full of practical suggestions that may be readily adapted to all kinds of recreation programs, that have been tested with children and that are reported with authority. Recommended.

The Game Book

By Margaret Mulac. Harper and Brothers, New York. $2.50.

IN THE FOREWORD to *The Game Book* the author lists the kinds of play needs for a well rounded person. People need sports for healthy bodies; mental play for keen minds; music, drama and the arts for the satisfaction of the soul; the out-of-doors to underline our kinship with the natural world; social play—picnics, parties and dances. Miss Mulac's book is designed to bring together many suggestions for the satisfaction of each of these needs. In addition the book has material for special occasions and for special groups of people including the handicapped and the convalescent.

The illustrations and diagrams which are included where they are needed are clear and helpful. The type is easy to read and the paper and binding are wearworthy. *The Game Book* is recommended for any recreation library whether it be in the home, the club, the school, the recreation center or playground.

Radio's Second Chance

By Charles S. Siepmann. Atlantic, Little Brown, Boston. $2.50.

RADIO, IT IS GENERALLY CONCEDED, is a power in the land. Its critics and its apologists are very likely to quarrel about how that power is being used. In the meantime the public, by whose license (through the medium of the Federal Communications Commission) station owners operate, remains, for the most part, silent. The author of *Radio's Second Chance* analyzes the radio industry in the light of "the public interest, convenience and necessity" and presents some indictments of all parties concerned—the networks, the local stations, the F.C.C. and, by implication at least, the public itself. He presents, too, suggestions for radio's future, especially for the seizing of the second chance which Frequency Modulation will bring. This is a book which speaks to everyone who is concerned with the means of communication, a book which should be "read, marked, learned and inwardly digested" by anyone who is concerned in any degree with "public relations."

Official Track and Field Guide

Edited by Kenneth L. Wilson. A. S. Barnes and Co., New York. $.50.

THE 1946 OFFICIAL TRACK AND FIELD GUIDE is now ready. In addition to the official National Collegiate Athletic Association Rules of Track and Field Athletics and the customary lists of data on championship meets the booklet contains short articles on various phases of the track and field picture including a note on the 1948 Olympic Games by Avery Brundage, President, United States Olympic Association.

Proceedings of the Eleventh Annual Chicago Recreation Conference

Lecture Reporting Service, 166 W. Jackson Boulevard, Chicago 4, Illinois.

IN NOVEMBER the Chicago Recreation Commission, with the cooperation of 151 civic and service organizations, held the eleventh of the annual Chicago Recreation Conferences. The report of the meetings is now available. The full reports of talks and panel discussions are valuable not only to people in the Chicago area but also to recreation workers everywhere.

Care for Your Kitten

By Margaret F. Atkinson. Greenberg: Publisher, New York. $1.50.

THIS BOOK OF DIRECTIONS on the care of kittens is written and illustrated for children. It gives good advice on feeding, bedding and playing with kittens.

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Fair Salaries for Recreation Workers

Salaries of recreation workers have been disproportionately low.

Qualifications of good recreation workers are high—include a combination of the practical, good common sense and idealistic leadership, special education and experience.

Salaries of recreation executives and recreation workers must be comparable to school superintendents, principals, and teachers. Recreation workers must be qualified to enlist, train, and guide volunteers of high capacity.

Competent young leaders cannot be enlisted unless a fair minimum salary is provided and year-round employment.

Good recreation workers already employed will be lost unless more adequate salaries are paid.

It would be poor economy with six billion dollars invested in tax-supported recreation land and facilities to fail to provide wise and qualified recreation leadership.

Churches, chambers of commerce, service clubs, veterans' organizations, Junior Leagues, P.T.A.'s, women's clubs, and all civic and public spirited groups will find it advantageous to work for fair salaries for recreation workers.

A number of cities have demonstrated what can be done in paying good salaries for good work and holding good workers.

HOWARD BRAUCHER
President
National Recreation Association

JULY 1946

July

Miami Daily News Photo by Bob Glander

Spirit of '46

Space for Play

By HAROLD L. ICKES

I AM ANNOYED by people who boast that America has the finest parks in the world, and then scream to high heaven when their town, or state, wants to spend $5,000 on a playground for youngsters, or a picnic area where families can enjoy a week end. We have some splendid parks scattered about this country, but they do little for the city child who is miles from the nearest playground.

The sad fact is that only one city in a hundred has enough playgrounds and public athletic fields, parks, or near-by camping and picnic areas to meet its needs right now. And none of them has enough to fill the greatly increased needs of tomorrow. Those needs are going to be terrific, not only in our cities and the areas thereabout but in our counties and states, in practically all parts of our country. We are face to face with the biggest boom in recreation that the world has ever known.

The millions of us who put in ten-hour days and six-day weeks, right through the war, are going to bring about that boom. We were tied down by our jobs. We could not even get out in the open on Sundays because of gasoline rationing. Now we want to get moving. We want to go camping in the outdoors, to ride and hike over the mountains, to swim and fish and sail in our rivers and lakes and oceans. So do the millions of our returning soldiers and sailors.

The Department of the Interior and the National Park Service have been making surveys, and working with the states, and seeking to wangle land for thousands of additional recreation areas from other parts of the Government. They have drawn up a program for additional play areas that may affect the

Courtesy Holiday

after-work hours, weekends and vacations of millions of Americans.

But the trouble is that there are not enough recreation areas where they are needed the most, in and near our big cities, where most of our people live who do not have the time or the money to travel to far-off parks. Even our biggest and most forward-looking cities need more neighborhood playgrounds and playfields. We can have them if we have the energy to look for them, and the determination to fight for them. And, in a minute, I will tell you where to look.

Here's what our cities need: There should be a playfield with space for both baseball and softball, tennis courts, basketball, and so forth, within easy walking distance of every city child. There should also be facilities where elderly men and women can meet, relax and play.

Courtesy Holiday

There should also be more recreation areas in the near-by country where city folks can go for holidays and week ends. These should be less than 25 miles away, and, if that could be cut to 10 or 15 miles, so much the better. Then they would be used by additional thousands who otherwise couldn't enjoy them.

Look about your own city. How far does it fail to meet these needs?

When I think about play areas for big cities, I think at once of America's rivers—and my temperature rises. Many of our big cities are built beside once-beautiful rivers. These could furnish excellent recreation areas in the very front yards of metropolitan centers. They do not, because we have poured the refuse of a nation into them. The rivers that should serve as refreshing oases in deserts of brick and stone too often are highly odoriferous. It is dangerous even to paddle across one. Should your canoe upset, you may end up in a hospital with anything from typhoid fever to the Chinese rot. Greed, laziness and stupidity have destroyed the play spots that would have meant the best kind of recreation in almost every big city in America.

Washington, the nation's capital, is a striking example. The Potomac River is wholly fitted to be a great natural playground, but sewage and industrial waste have ruined it. Today, it is fit neither for fish nor human beings.

You will realize how tragic this is if you will look about your city and see how few spots seem suitable for development into recreation areas. We did not do much thinking about such things a generation or more ago, when outdoor recreation as Franklin D. Roosevelt once told Congress "was widely regarded as a polite form of indolence." The result was that sections that could have been made into ideal parks and playgrounds became so built up that any possibility of using them for recreation had to be forgotten.

We are a little smarter today, but we still can be stupidity itself when it comes to making life more pleasant and healthful for ourselves. Take Washington again as a terrible example. We boast that Rock Creek Park is one of the loveliest city parks in the world, and it is. But actually, it is little more than a glorified boulevard. Years ago, before the land near the stream was sold for building lots, it should have been incorporated into the park and the limits greatly extended. This would not have cost much a quarter of a century ago when the then Secretary of the Treasury, William G. McAdoo, urged it. Now it is too late. Unfortunately, there are too many congressmen who would rather have a new post office for the home town than spend money on Washington. There are no votes in that.

I hit the ceiling the other day when I heard how a town in New York had sold out its children. I won't mention its name, for it is typical of too many cities and towns in all parts of the country. Let us just call it X-ville. Airplane factories and shipyards had sprung up near X-ville early in the war, and hundreds of the town's mothers patriotically took war jobs, trying to supervise their children in their off-hours.

Never before were playgrounds and recreation centers so important. But X-ville did not seem to realize it. For instance, near the center of town was an open field with a tiny stream that widened out to form a lovely pond. The pond was not deep enough for swimming, but any winter afternoon one would see 50 or 100 children skating over its frozen surface.

This field was an ideal spot for a badly needed playground. The pond could have made a wading pool in summer, and there was room for a softball diamond, a tennis court or two, and some playground equipment. But did X-ville's town fathers think of anything like that? Of course not.

Perhaps they felt it was wrong to think about such things in wartime. Or maybe they thought that there wasn't enough money, or enough manpower, you will say.

But those same town fathers, in the midst of the war, found the money and the manpower to enclose that little stream in a huge, square concrete pipe. That made of the lot an ideal building site, and its owner was doubtless grateful. But it also turned a pleasant field into an eyesore and wiped out the pool completely. Of course it ended the fun for the children.

Courtesy Holiday

I said that there are plenty of such towns everywhere. Here is another story from another town, which I will call Y-ville. In the middle of Y-ville's residential section two men had built half a dozen tennis courts, which they rented by the hour to the people of the community. The war came and these young men were called into the Army. There was no one to take care of the courts, and before the first summer was over, those tennis courts were ruined. And the boys and girls and their fathers and mothers who had been using them simply gave up tennis.

Yet I suspect that the owners would have been delighted to have the town take over the courts for the duration. And even if Y-ville did not have the manpower to do the job, I will wager that the town youngsters would gladly have kept the courts in condition for the privilege of playing on them free. But the town stepfathers never thought of that, and another badly needed recreational center was lost.

We must think of things like that. Our cities cannot afford to let desperately needed playgrounds and playfields slip through their fingers. Instead, each community should survey its recreational resources, both public and private, both existent and those that can be developed, and then work out a plan, first, for acquiring them, and, then, for using them.

The National Park Service has been sponsoring such surveys in communities and states all over America. It has made similar surveys itself. These surveys show that there are many locations, some of them natural playgrounds, that should be added immediately to our recreational system. And one excellent location is along our ocean front which almost everywhere lies behind the fences of private ownership.

When our 132,000,000 people no longer can set foot upon the thousands of miles of ocean front that bound America, without the permission of those who monopolize it, then it is time for the Federal Government and the state governments to get busy. They should step in and acquire, not just a swimming beach here and there but continuous stretches of ocean front hundreds of miles in length. Call this ocean front a national park or a state park or anything you choose, I say that the people have a right to a fair share of it.

At Cape Hatteras, the Federal Government and the State of North Carolina have got together to set up a national seashore 125 miles long. This should be duplicated, again and again, along the Atlantic and the Pacific and the Gulf of Mexico, until at least one tenth of our seacoast has been turned into public parks. The same thing should be done, over and over, along all of our major lakes and rivers.

As an example of what can be done, look at Chicago, which has provided great stretches of beach and walks along Lake Michigan, and plans to do more.

We cannot chop up our cities and sprinkle the

pieces about the open country. But such waterfront parks would help to bring healthful outdoor fun close to the paved streets. There are other ways, too, if we have the imagination to see them and the courage to develop them.

Walking is a case in point. It could be one of the most pleasant sports for our crowded metropolitan areas. But what have we done to make it possible for millions of city people to enjoy cross-country hiking? Practically nothing.

Yes, we have built the Appalachian Trail, stretching along the Appalachians from Maine to Georgia, the John Muir Trail in the Sierras, and the Long Trail through the Green Mountains.

They are splendid, and the scenery is superb, but only a handful of people can enjoy them. They are too far away from most city folks. And these trails are too strenuous for the paunches, the limited lung power, and the palpitating hearts of many who have passed the midway mark.

Let us give the simple sport of walking back to city people. Taking a walk, except the Al Smith kind, has become a lost art in America, not because the people are tired of walking, but because they are tired of eluding amateur Oldfields at the wheels of galloping jalopies.

Let us arrange things so that they can ride to the end of the bus or trolley line and there exchange the hard pavement for a springy footpath leading across fields, and through woods, and beside streams.

It would cost very little. We would not even have to buy the land. All that would be needed are narrow rights-of-way through private property. So far as their eyes can see, those who walk them will "own" wide slices of the countryside.

There are plenty of spots that are located near every city for such trails. They could be arranged in long and short loops. They could be planned so that they would connect with trolley or bus routes. They could be expanded later into longer cross-country trails, for week-end hikes or bicycle trips.

Low-cost overnight accommodations and cooking facilities ought to be set up on the longer trails, similar to the youth hostels that have been established so widely in New England and other parts of the country.

They would make week-end tramps and bicycle trips cheaper, still more fun, and thousands of additional city people would be able to enjoy them.

Another natural aid to recreation at the door of some cities is the old-time barge canal. Its commercial usefulness has almost disappeared, but its possibilities in the realm of outdoor pleasure are just being discovered. The old Illinois and Michigan canal, near Chicago, for example, is dotted with canoes on every summer week-end, and hikers and bicyclists loaf along its old tow path. The Chesapeake and Ohio canal, which starts its uphill climb just outside of Washington, is now being transformed by the National Park Service into a similar recreational waterway. Our cities should look about for other near-by canals before another wonderful opportunity is gone.

Unlike the barge canals, the Intracoastal Waterway, the "inland route" that stretches along the Atlantic Ocean from Massachusetts to Florida, is full of commercial shipping. But that does not interfere with the many pleasure craft that travel its waters. If we use common sense in developing the shoreline for recreation, we could transform it into a recreational waterway with camping areas and picnic grounds close to our crowded eastern cities.

Parkways are another obvious, though costly, aid to recreation in metropolitan areas. They should be built along every near-by waterway. They should be used to connect major units of our recreational systems. Their rights-of-way should be wide enough so that they can also provide hiking and bicycling trails, occasional playgrounds and playfields, and here and there a "wayside," where one can pull off the highway for a spell to look at the scenery or to get away from the noise and smell of traffic.

If we can furnish enough recreation areas to meet the needs of our big cities and of our crowded Eastern seaboard, we will not have to worry too much about the rest of the country. In the West, where the Federal Government owns many of the spectacular mountain areas and huge stretches of virgin forests, we have virtually all the land that will be needed for recreation. Unfortunately most of the Eastern states did not have the foresight or the imagination that the Federal Government has exercised wherever it could. What wouldn't those states give now for National Parks close to the crowded metropolises! Yet, even in the East, by the time we have added the land that the states, the municipalities, and the Federal Government are planning to buy, to the areas they already own, there may be almost enough to fill the need for rural recreation areas.

We need thousands of winter-sports parks to accommodate the fast-growing hordes who love to ski, skate, go snowshoeing, tobogganing, ice-boat-

ing and sleighing. We need even more water-sports areas, where people can swim, sail and fish. And close by both types of parks we ought to have public campgrounds and cabin colonies and moderately priced inns and hotels.

I come back to the program that I mentioned earlier for increasing the opportunities for recreation in all parts of America. Towns, counties, states, and branches of the Federal Government are co-operating to create play areas on all kinds of Federal and state lands. Lands that were bought for irrigation, or power generation, or flood control, or for national and state forests, are being used for outdoor recreation, too.

The Bureau of Reclamation is creating a number of areas for water-sports—parks that are especially important, for most of them are in desert-like regions where water is almost impossible to get. For one example, take beautiful Lake Mead that has been created back of Boulder Dam.

The Forest Service has developed hundreds of water-sports parks and winter-sports areas, and thousands of camping and picnic spots. And the Army Engineers, in their water-control projects, also have developed many splendid water-sports areas. Now they are calling the National Park Service in, before they start building their reservoirs, to see what possibilities there are for recreation and to make recommendations for developing them. Lake Texoma, behind Denison Dam, on the Red River between Texas and Oklahoma, is one.

The Tennessee Valley Authority, by realizing that recreation would be an important use of the chain of lakes that it built on the Tennessee River and its tributaries and by spending millions for aesthetic features on those lakes, has developed a whole series of community, county and state parks.

Some of the states have developed thousands of recreation areas, too—many of them magnificant. The state systems did not get started in many cases until the 1930's, yet they drew 90,000 visitors in 1941, which gives some idea of how badly they were needed, and how much they were appreciated. There are additional plans for increasing the numbers of state parks and for expanding their facilities. They expect 200,000,000 visitors a year by 1955 or 1960.

All of this sounds fine, but we must not forget that most of the expansion that I have been talking about is years ahead. And the big demand for recreation is right on top of us. Where will the millions of vacationists go this year?

Those who have the time and the money to make a fairly long trip may head for our National Parks, praying that their tires will hold out and that the overworked car does not fall apart before they get home. There are going to be throngs of visitors in all of the parks this year, record-breaking throngs. We were convinced of that last August. Just an hour or two after Japan's unconditional surrender had been announced on the radio, a stream of cars began arriving at Rocky Mountain National Park, and that stream grew constantly larger as more and more people decided to begin the vacation they had been postponing since Pearl Harbor.

That same thing happened in all of the parks. At Shenandoah National Park, for instance, there were 19,626 visitors in September, 1944, when the war and gasoline rationing were still going. But in September, 1945, when the war and gasoline rationing were at an end, Shenandoah had 145,267 visitors. If you care for figures, that is an increase of 640 *percent*. And this is only the beginning! No wonder the jam of visitors this year is expected to break every record, surpassing the previous peak year, 1941, when 21,000,000 people visited our National Parks and Monuments.

It will be almost impossible to handle them all. The park staffs became pathetically depleted during the war and must be built up again. And there is an enormous amount of war-postponed repairs to the facilities with insufficient time to do the work before the rush of visitors starts.

It would help tremendously if the millions of park visitors could be spread over a longer season. The season has always been from May to October. But why cannot people come much earlier in the spring, and much later in the fall? The hiking and the riding and fishing and other sports are every bit as enjoyable then. And why cannot still more people take winter vacations and join the growing army of younger men and women who use the parks for winter sports?

The scenery is beautiful, no matter what the season, and despite what some "Alps-firsters" have said in the past, I think that it is just about the most beautiful in the world. But millions of those who will visit our National Parks this year will not enjoy that beauty. They just will not take the time to look at it. Too many motorists race through Yosemite, or Glacier, or Yellowstone, or Rocky Mountain National Park, seeing only the license plates of the car ahead.

(Continued on page 218)

Playing With Nature

By MILDRED J. ERICSON
Naturalist, Recreation Department
Board of Park Commissioners
Minneapolis, Minn.

MANY PEOPLE of Minneapolis in the summer of 1945 followed William Cullen Bryant's advice, "Go out under the open sky and listen to nature's teachings." Minnehaha Park, Minneapolis, has an area of 144 acres. Much of it is a beautiful, deciduous wooded area where the native plants have never been disturbed. Minnehaha Creek, immortalized in Longfellow's *Hiawatha,* winds through a ravine flowing into the Mississippi River two miles below a beautiful waterfall. Rock strata of limestone, shale and sandstone are exposed in the park.

In such a setting as this Minneapolis children learned to play with nature when nature activities were added for the first time in the summer of 1945 to the recreation programs carried on in thirty-seven Minneapolis parks. An experienced naturalist, added to the staff in the summer to conduct these activities, was in charge of a kaleidoscopic and continually interesting series of events which included "hypnotizing" frogs, breaking open limestone rocks to find fossils, catching brilliant colored butterflies, marking a nature trail, going on adventure nature hikes, and making crayon, spatter, and blue prints of leaves.

The naturalist worked with the various agencies of the city—the Y.M.C.A., Girl Scouts, Camp Fire Girls, a settlement house and a downtown consolidated church daily vacation Bible school—in adding nature recreation activities to their summer programs. Y.M.C.A. members of Camp Sahali (Stay-at-home-and-like-it) had a 6:00 A.M. breakfast hike and insect hunt at Lake Harriet.

In each of the thirty-seven parks and playgrounds a weekly "Nature-Venture" Club was organized by the regular leader with suggestions and supervision provided by the naturalist. Here the children collected and mounted damselflies, played nature games, took local hikes, made leaf prints and scrapbooks at nature craft workshops and held insect circuses.

For the circus they had to capture the "big game." They went on hunting trips equipped with nets, many glass jars with screw tops, boxes and paper bags. They looked for insects under rotten logs and rocks, in the grass, on the sand, and flying in the air.

To catch the butterflies, moths and dragonflies that they sought they made their own nets—made them from coat hangers twisted into a large ring. Around the ring made by the coat hanger they sewed heavy cotton cloth and on the cotton cloth they sewed mosquito netting or cheese cloth about 24 inches long and tapering at the end. With an old broom for a handle their nets were complete.

These expeditions were searches for circus exhibits—and that meant keeping the insects alive. The youngsters made preparation for feeding their animals by bringing along with the captured "beastie" a supply of the leaves on which it was

(Continued on page 221)

Photo by Edwin W. Teale

Hobby At-Homes

By DOROTHY WAUGH
Montclair Library
Montclair, New Jersey

The role of the public library in providing or in supplementing community recreation activities can be a varied and important one. Here's an idea from Montclair, New Jersey, that is new and interesting.

THE MONTCLAIR, New Jersey, Library's Hobby At-Homes were announced in the *Montclair Times* in January. Word was given that on each Wednesday afternoon during February the books on some one hobby would be shown at the main library, with some expert in that particular hobby on hand to show finished, and partially finished, examples of the work, and to demonstrate stitches.

The Montclair Library has an unusually strong collection of books in the handcraft field because of a special memorial fund designated for the purchase of books on the folk arts. This collection was the basic reason for the Library's hobby effort.

The first Wednesday was devoted to weaving. The hand loom which was brought to the Library that day had been built especially for its owner, to her specifications, by a capable carpenter. On it, in process of completion, were finely-patterned blue and white strips of trimming for dresses of the weaver's two small granddaughters. The warp was silk recently brought from Japan by the father of one of the little girls when he returned from service in the Pacific.

Around her, the demonstrator had set out a fascinating display of handwoven place-mats, table runners, towels, face cloths, bath mats, baby blankets, evening bags, and shopping bags, all of which she herself had woven. Above them hung a pictorial wall hanging made on her small loom. She was wearing a suit, and had laid aside a winter coat, both made from heavy wool material which she had woven. Remnants left from the making of a coat, a suit, and many woolen ties for her husband showed further evidence of her useful and pleasant industry.

Weaving

The demonstrator began to weave at a time when she was not well. Having to stay in a great deal and to take it easy, she started using a loom as an entertaining and calm occupation. Her skill with the shuttle, and with the designing of fine pieces, many of them all of a color but varied by the pattern of the threads, led her to further and more varied efforts. Free weaving, in which a color pattern is invented as the work proceeds, was exemplified in some of her work, while intricate preliminary planning was evident in other designs. Very fine pieces, forty-five woven threads to the inch, and many coarser textiles showed how varied the results can be.

The interest and the questions of those who came to observe were lively. Several guests brought examples of their own weaving and showed them to all the enthusiasts. One woman brought a pair of green-and-cream curtains, explained that she was runnning out of green thread with only half of the needed dozen pairs complete, and asked advice. She got it. Other weavers had questions about threading the loom and working out patterns to various scales.

The second Hobby At-Homes covered handwork called, for this series, minimum equipment hobbies. Embroidery, tatting, knitting, and crocheting had been collected by an inspector of New Jersey Schools of Nursing, from her own linen closets and from the work of many persons she had seen or supervised during her work in north Jersey hospitals.

Two of the most impressive pieces in this exhibit were priests' albs, their entire deep full skirts made up of sheets of tatting made by a sister in a north Jersey convent. Smaller, but often exquisite pieces, included towels, pillow cases, napkins, luncheon cloths, handkerchiefs, cuffs, collars, and doilies, and knitted blankets, baby bonnets, booties, mittens, and sweaters.

Rug-Hooking

Rug-hooking was the subject of the third afternoon. A frame was set up, with a partly finished design in process. Other patterns, finished and unfinished, showed a great variety of materials. thicknesses, and patterns. An unsheared geometric design, typical of the New Hampshire method, and an intricately-flowered pattern, with sheared surface of the Maine type, were among the oblong,

oval, round, and semi-circular rugs displayed. Some of the patterns were found in pictures in the Library's extensive holdings.

A number of persons who had long wanted to make rugs for themselves by this method, hooked actual parts of a free pattern and cut strips of rag, under the demonstrator's tutelage, in order to start off later by themselves with a greater feeling of confidence than they might otherwise have had.

Needlepoint

For the fourth and last of the regular demonstrations, when needlepoint was the subject, the guests came even earlier than for the other gatherings—though on each of the four days people had begun to assemble more than half an hour before the time set. The person in charge on the needlepoint afternoon, never was able to get her display completely unpacked, because of the more than prompt enthusiasm. The librarians who were to put out the books on the subject had to have an additional table brought, as the one set up for books was taken over by eager women showing each other gros point and petit point before the hour for the exhibit had struck.

Three needlepoint panels done as wall hangings, by three Montclair women—needlepoint pictures of their own homes—attracted great interest. A large hanging, patterned in rich color after a Gobelin tapestry, drew admiring acclaim. A needlepoint seat in a beautiful hardwood child's-size chair, a candle table, a footstool, trays, pillows, mats, bags, and purses were admired.

The designs on many of these pieces, including the copy of the Gobelin tapestry, were drawn by the needlewomen themselves, or by their husbands, often from pictures belonging to the Library's collection of books, mounted pictures, or postcards. The chance to demonstrate the usefulness of the Library's files for such a purpose was one of the chief aims in the hobby project.

Most of the persons attending the gatherings looked over the available books. Some read whole chapters before leaving the building; others took a few books home with them as they left. The books ranged from practical discussions for beginners to elaborate and sumptuous museum tomes heavily illustrated by photographs showing the handwork of queens, countesses, and peasants.

Follow-Up

On the Wednesday following the four Hobby At-Home Wednesdays at the Library, the Montclair Art Museum invited all those who had attended two or more of the gatherings to go to the Museum for an intimate view of its finest laces and its historic and beautiful needlepoint panels. Almost everyone invited attended. The laces, of many kinds and of the greatest perfection of workmanship, were actually passed from hand to hand and examined in detail. A "pillow," with bobbin lace in process, was on view.

The smaller needlepoint pieces were also passed from person to person. The larger pieces, and those in frames, were hung where they could be easily viewed.

Few projects which the Library has carried on have aroused such enthusiastic response as these hobby afternoons. One person attended all five of the gatherings. Many came to three or four. Most of the near-by towns were represented by guests on several of the days. Besides the woman who brought her handwoven curtains, others brought examples of their work or of fine work from among their treasures. On the needlepoint afternoon, for instance, one elderly lady, after seeing the varied display of pieces, went home and returned, before the afternoon was over, with a lovely old Viennese leather wallet, stamped in gold with her father's name and the date 1860, which marked the year his fiancee had presented it to him. Made into the wallet was an exquisite panel in petit point which had been worked under a microscope.

Half a dozen children looked over the displays with interest, and about the same number of elderly women. Most of the guests were in their twenties, thirties, forties, or fifties. Most of them were active enthusiasts in one or several of the accomplishments. Many of them showed by their remarks or by the work that they had brought with them that their standards for workmanship were high. The displays increased their wish to do fine-quality work. A number of friendships were formed over the needles, bobbins, shuttles, and practice stitches.

From the points of view of the Art Museum, the Library, and the individuals who returned for several exhibits, the series of gatherings was an important success.

RECREATION would like to hear from other libraries over the country which are sponsoring recreation projects related to reading like Montclair's Hobby At-Homes.

A Practical Experiment

By WALDO R. HAINSWORTH
Superintendent of Recreation
Norfolk, Virginia

THE OWNER-OPERATOR of the Health Center Roller Rink in Norfolk, had an idea three years ago . . . and he would like to have another which would prove just as successful.

One dull afternoon, when he was looking over the scant crowd of skaters patronizing his rink, recent news items came to mind. They dealt with juvenile problems, the problems of keeping young minds and bodies active, not necessarily to keep them out of mischief, which, of course, was a desirable aim, but to keep them occupied in a constructive way.

He broached the subject to his manager. The upshot of the discussion was a plan, which they evolved and presented to the City Recreation Bureau. They were a bit skeptical, at first, as to how it would be received. They need not have been.

They saw no reason, they said, why they shouldn't lend their facilities to the Bureau. Business was thriving at night, but the afternoons found them staring at a vacant floor. "Why not conduct a skating program at our rink for school children?"

Offer Accepted!

It was such a forthright and unprecedented offer that Bureau officials were nonplussed. But there was no "catch." Here was a large roller skating rink, capable of accommodating 600 skaters, which was available for the asking during the afternoons. And, in the vernacular of the day, it was "for free." Even the skates were included.

Roller skating, as everyone knows is a traditional sport with youngsters. They love it. Skates were scarce on the market due to war conditions and, anyway, it was safer, considering traffic conditions, to have the children supervised.

The skaters go round and round

And that was how this unusual program began. It began with the summer vacation of 1944, and is still going strong. The owner-manager now has two roller rinks, and both of them are used in carrying out the program which has reached literally thousands of children since its beginning.

Participation and Leadership

The fact is that the daily average participation at both rinks is now holding between 210 and 220. Of course, all the children do not skate every day. It has been estimated that each child will average about two days per week. This means over 500 different children participating each week.

(Continued on page 216)

A Freshman Inventory of Leisure-Time Skills

By ELIZABETH ECKHARDT MAY

AS A PART of the orientation program Hood College offers Freshmen an opportunity to appraise their leisure-time skills and to make a four-year plan for growth. The problem of making a personal inventory of skills offers the instructor an excellent device on which to base discussion and guidance in the field of education for leisure.

Five areas for discussion concerning leisure-time skills are suggested as a preliminary to checking the twelve columns indicated in the Personal Inventory Chart:

1. *How broad are my leisure-time interests?*

By checking columns 1, 2, and 3, students may easily get a picture of both the proficiency and the breadth of their leisure-time interests. Such a discussion will help to overcome their tendency to think only of outdoor sports as leisure-time skills.

2. *Am I good company for myself?*

The checking of column 4 offers an opportunity for a discussion of the need for developing inner resources. Each student should consider how many activities she can carry on alone with satisfaction, in winter or summer, indoors or outdoors, and in rain or sunshine.

3. *Am I good company for others?*

The importance of developing a broad basis for companionship with people in various age groups furnishes the central thought for a worth-while discussion: The checking of columns 5, 6, and 7 offers an opportunity to impress students with the *importance of shared interests* as the foundation for understanding and comradeship with either men friends or girl friends, and with children or with parents. Emphasis should be placed on the need for a variety of common interests as a sound basis for marriage.

4. *Will I be a spectator or participator after college?*

Too many men and women spend all of their leisure-time during college on team games. These individuals frequently find themselves merely spectators after college, when age and lack of opportunity curtail participation in team games. Ex-football players or ex-hockey players are good examples. The value of team games during college years must not be minimized, but this program should not be permitted to dwarf the possibility of developing skills with carry-over value. The results of checking columns 8, 9, and 10 offer a preview of the future. The interest on the part of the student in projecting herself into the future will depend on her convictions on the value of a diversity of leisure-time interests as a broad basis for comradeship and for the maintenance of mental and physical health.

5. *What is my four-year plan for improving leisure-time skills?*

The enthusiasm with which students check columns 11 and 12 will be a test of the worth of the previous discussions. On the basis of the personal inventory, each student should be able to make a plan for increasing and improving her leisure-time skills during the four years in college and during the summer vacations.

There seems to be a tendency today to rely on tests as on a magic touchstone that will lead to happiness and the good life. You can test yourself or be tested for everything from a feared allergy to bread and potatoes up to and including the kind of job you're likely to fill with success and satisfaction.

At Hood College, in Frederick, Maryland, freshmen test themselves on leisure-time interests and aptitudes for their present and their future use. A description of their methods and the chart that they use are published on these pages in the belief that the process might be adapted for fun and for "profit" by clubs and other groups.

Directions for Checking the Personal Inventory Chart of Leisure-Time Skills

NOTE: Copies of these directions, along with the chart, should be in the hands of each student participating in the discussion.

Column 1 Check activities in which you now have enough skill to have fun.

Column 2 Check activities in which you have more skill than the average student.

Column 3 Check activities you are able to teach someone else.

Column 4 Check activities you can enjoy alone.

Column 5 Check activities you can share with men friends or girl friends.

Column 6 Check activities you can share with young children.

Column 7 Check activities you can share with older people.

Column 8 Check activities you are *likely to continue* until you are thirty.

Column 9 Check activities in which there is a possibility of frequent participation from thirty to fifty.

Column 10 Check activities that are ordinarily continued after fifty.

Column 11 Check the new activities you plan to *add to your list* of leisure-time interests *during the college year* and during summer vacation.

Column 12 Check the activities in which you plan to *increase your skill* during the college year and during summer vacation.

The number of class hours spent on the leisure-time inventory will vary according to the enthusiasm of the individual instructor. The five questions raised should furnish a valuable basis for discussion for at least two class periods. If possible, time should be allowed for some of the checking to be done in class. Best results are likely to follow if the setting is informal and hospitable to discussion and the group limited to about thirty.

The personal inventory chart makes no pretense of being a means for exact appraisal. It is recommended, however, as an excellent device for guiding the discussion on one of the most vital of all modern problems: education for leisure. Students enjoy making a long-time program in this field, but a periodic checking is desirable at the end of the sophomore year, or possibly more often, in order to reinforce good intentions. A discussion of this type should encourage the development of a greater number of well-rounded students who have more than the ordinary capacity for comradeship and for satisfaction in living.

Check columns in answer to the questions listed above

	1	2	3	4	5	6	7	8	9	10	11	12
ACTIVE GAMES AND SPORTS												
Archery												
Badminton												
Basketball												
Bicycle riding												
Canoeing												
Fishing												
Golf												
Hiking												
Hockey												
Horseback riding												
Horseshoes												
Ice skating												
Swimming												
Table Tennis												
Tennis												
Volleyball												
Others												
ARTS AND CRAFTS												
Carving												
Cooking												
Etching												
Knitting												
Painting												
Photography												
Sewing												
Weaving												
Others												

Check columns in answer to the questions listed above

	1	2	3	4	5	6	7	8	9	10	11	12
COLLECTING												
Antiques												
Books												
Coins												
Dolls												
Stamps												
Others												
DANCING												
Country dancing												
Modern dancing												
Social dancing												
Others												
DRAMA ACTIVITIES												
Acting												
Costume design												
Directing												
Make-up												
Play reading												
Storytelling												
Others												
MUSIC												
Chorus												
Listening: Classical												
Listening: Popular												
Orchestra or Band												
Piano												
Vocal												
Others												
NATURE STUDY												
Birds												
Flowers												
Gardening												
Insects												
Minerals												
Stars												
Others												
READING												
Biography												
Children's literature												
Fiction												
Foreign language study												
History												
Philosophy												
Poetry												
Travel												
Others												
TABLE GAMES												
Bridge												
Checkers												
Chess												
Others												
WRITING												
Creative writing												
Feature articles												
Others												

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Bob and Bess Find a Hobby

By Dr. William L. Lloyd
Director
Cabrillo Beach Marine Museum
Los Angeles City Recreation Department

The tide ebbed and flowed between the rocks, in and out of the tide-pool. The seaweed swayed to and fro, covering and uncovering a number of tiny fish. Turban Shells, lovely little sea snails, crawled along a rock. One suddenly scurried to the edge of the rock and tumbled off to the sand below, landed on its back, righted itself and hurried off across the pool. Such fast movement proclaimed to the world at large that *this* snail was not a snail. This creature had legs, was really a Hermit Crab living in a Purple Olive shell, borrowed from a snail.

Across the pool another, a much smaller, lady crab, was living in another borrowed shell. When the little lady saw the larger crab advancing toward her she drew back within her house, closing the door by filling the opening with her pinching claws. Behind this array of armor her bright little eyes watched her gentleman caller. Seeing that he intended no harm she relaxed, whereupon he seized her hand-like front claw and they marched off hand in hand, like lovers the world over.

Two children came along the beach. "Look," they said, "there's the Museum Man. Hey, Mister, whatcha doin'?"

"Watching the creatures that live in the pool. Do you want to watch, too?"

"Yes, we do. I'm Bob and this is my sister, Bess. She's eight and I'm ten."

"Come along and sit beside me, but you must be quiet if you want to see very much, for all the creatures are afraid for their lives and a sudden movement or a shadow will make them hide and keep perfectly motionless. That is called 'freezing.'"

The children saw the crabs and wanted to know about the snail that was not a snail and the Museum Man explained. The Hermit Crab has a soft body unprotected by a shell. All other crabs and lobsters have hard shells. In fact the Hermit is in some respects more like the lobsters than the crabs, but there are marked differences from either so that this group has been given a name of its own. The Hermit's soft body is covered by a very thin membrane which, if torn, is likely to cause his death. So, for protection, he lives in an empty shell. The head, claws and thorax are heavily armored so that when he is in danger, the Hermit will fill the opening to his shell house with protecting armor.

Pool Life

For a while, then, the group sat beside the pool without seeing very much life. The seaweed swayed in the tide, occasionally exposing several young Opal Eye, an olive green fish that shows a light spot on either side of the dorsal fin when it is young. The children located Turban Shells and limpets, but otherwise the pool seemed to have little life. They kept very still and after a while Bess saw a movement on the bottom and soon they had spotted a tiny Tidepool Sculpin which was almost exactly the color of the sand.

Bob, meanwhile, had been watching a small clump of seaweed, and now he de-

clared it had moved. Reaching down into the water he grasped the clump of weed and lifted gently. Much to his surprise the whole thing came up quite easily, squirming and twisting as it left the water, thus proving itself to be a crab covered with seaweed.

Bob put the crab on a large flat rock and everybody watched him. The Museum Man told the children how that kind of crab plants pieces of seaweed on its back for protection against enemies and to help it in securing food. The seaweed lives and grows on the crab's back. The boy and the girl learned that a crab's shell does not grow, and must be shed for a larger shell. When a crab sheds its shell, it must plant fresh seaweed on the new one so that it will be protected as before. Some species of crab plant Sea Anemones instead of seaweed.

Planning a Collection

Bob and Bess decided that the collection and study of crabs and starfish and sea-urchins would be good fun. They asked the Museum Man how they could keep their collection if they made one and he explained about curing. He explained that the creatures should be put in a 5 to 10 *percent* solution of Formalin for two days, then taken out and dried. If they were going to prepare crabs and lobsters the legs should be arranged in the desired position when the animals came out of the solution *before* they have become set in drying. The colors will fade, but the animals are beautiful anyway, and the colors could be restored with artist's brush and oils.

All sea creatures with a hard covering, the youngsters learned, may be cured with a Formalin solution because the hard covering will cause them to retain their shape when dry. To keep the specimen soft and pliable so that the legs of crabs, for example, will always bend freely, there should be 10 *percent* glycerine in the solution. Many people boil their specimen and then try to dry it, but the result of this method is to lose, by decay, almost all of your specimen. Soft-bodied speci-

mens, such as fish, sea worms, and many other things will shrivel when dry and must always be kept in the Formalin solution.

In the Museum

The following Saturday Bob and Bess came in the Cabrillo Marine Museum in San Pedro with a small guitar-fish, commonly called shovel-nosed shark, that had been caught from the breakwater at the outer harbor. They wanted to know all about it.

The Museum Man used their interest as a starter for a discussion of fish. The guitar-fish is an interesting flat fish. The mouth is located well underneath the body, which proves it to be a bottom-feeder. By comparing it with other fish in the Museum the youngsters saw that it had characteristics of both the sharks and the rays. They learned that the sharks, rays, skates, guitar-fish, and others have skeletons of modified cartilage, which is not true bone. Many of these fish give birth to their young alive. Some of them, like the sting rays, have a poisonous barbed spine which they use as a means of defense, and some of the rays have electric batteries with which to shock their prey and enemies.

The higher types of fish, those with true bones, are a later development, but all fish are very interesting to study and we know comparatively little of how they live. There is still much of great interest to learn about even our more common food fish. Bob and Bess discovered that they could learn along with older students.

Perhaps the most curious of all fish is the sea horse, with his grasping tail. He can twist his tail around a seaweed stem and hold on the way a monkey or an opossum does.

"Well," said Bob, "how could I keep fish if I wanted to make a collection?" A few could be kept like the starfish or the crabs by being cured in a solution of Formalin. Such specimens are the trunk fish, sea horses, pipe fish, and a few others like them which have a hard exterior. Others must be kept in the solution continuously if the Formalin method is used.

"But," Bob persisted, pointing to mounted fish in the museum, "why can't I keep my fish like that stuffed one?" He learned that it takes a lot of patience to learn to mount fish satisfactorily. There are two methods. One is to remove all the flesh, make an artificial body, and place the skin over it. The other is to make a cast.

Storm at Sea

On Friday it stormed. All day the rain beat upon the windows of the Museum and the waves grew higher and higher until they threw columns of water 50 feet in the air, striking the breakwater and eating into the beach. Early Saturday morning Bob and Bess were on the beach to see what treasures the storm had brought in. Bess found a bird killed by the storm, and the children came running into the Museum to show the Museum Man what they called a "baby penguin." It turned out to be an Xantus Murrelet and the youngsters wanted to keep it. They found out that they could learn at the Museum how to mount birds and prepare bird skins.

The "baby penguin" served to introduce a discussion about birds in general and the children got enthusiastic over the idea of watching the gulls to see if they could catch one opening shells by dropping them on the rocks as it flew over them or snatching a fish from a pelican before the big-mouthed bird could swallow it. They determined to find out all they could about the pelicans, and their way of getting food. They followed a suggestion that they find out why there were more birds on the shore in winter than in summer, where they went in the summer and why. They decided to borrow their mother's field glasses and discover what they could about the birds without harming them.

Shells

Later the same day the children came in with two bags of shells that the storm had brought in. They spread out their treasures on the Museum Man's desk to see what they had. Bess wanted to know at once about two of the shells she had picked up. As a matter of fact she didn't think they were shells. They were very slim, tapering tubes over an inch long. They were open at each end and when you looked into the large end you found the shell was six-sided. The children thought they looked like tusks, and the Museum Man said that they were called Tooth Shells.

The Museum Man pointed to a clam shell with a hole in it and explained that the hole had been made by a Moon Snail which ate up the clam through the hole. A large brown Moon Snail began to thrust out its foot, opening the door of its shell as it did so. One of the children touched the foot and watched the snail withdraw. There were, in the Museum, a large group of shells that liked

(Continued on page 218)

Maintenance and Recreation

By D. B. DYER
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PRACTICALLY every city conducting a recreation program, at some time or other has its family quarrel over the use of park facilities for the organized recreation program. The superintendent of recreation, who is responsible for the conduct of recreation activities, must often rely upon the department of parks, the department of public works or the school board for the provision and maintenance of some of the facilities he wishes to use. As a result, the superintendent of parks and the superintendent of recreation are frequently in disagreement. It is perhaps safe to say that the heads of both departments are responsible for this lack of cooperation and each may be justified in his complaints.

Complaints of the Recreation Department

Among the more common complaints of the recreation superintendent are:

That the requests of the recreation superintendent are fulfilled after the routine and regular work of the maintenance division of the parks department has been done, if at all.

That the superintendent of parks constantly complains there is not sufficient money in his budget to fulfill all the requests made by the recreation department.

That the ground custodian resents the use of field houses and park pavilions by the recreation department because of the additional work caused by such use.

That play areas are laid out and buildings constructed without thought as to their utility for organized play.

That the superintendent of parks and the ground custodian criticize the recreation program to the alderman because of the extra work caused the department of parks.

That the ground custodian refuses to permit scheduled games of baseball to be played when he considers the diamonds too wet and that this action interferes with the baseball schedule and results in postponed games.

That the department of parks thinks only of the appearance of the grounds and buildings.

That the ground custodian appropriates a large room in the field house for his office, when such room could be used by the recreation department for indoor programs.

That the superintendent of parks and his workers feel little or no responsibility for the recreation program and are little concerned as to the success of the leisure-time activities program planned for the public by the recreation department.

Complaints of the Parks Department

The superintendent of parks also has his complaints which may be summarized as follows:

That the recreation department has little or no idea of the cost of the services requested and the amount of money expended in behalf of the recreation department each year.

That due to poor planning, requests for services reach the park superintendent at a late date and nearly all such work is an emergency job.

That two or three permits are issued to teams for the same athletic field at the same hour, leaving the ground custodian to settle the argument.

That the recreation department fails to realize that athletic fields and ball diamonds need rest so as to allow time for conditioning.

That permits are issued by the recreation department for the use of field houses and pavilions without provision for proper leadership and that, as a result, the ground custodian is caused a great deal of unnecessary work.

That spectacular events and pageants planned call for a great deal of extra work and the patronage of such events often does not merit the work put into them.

That the superintendent of recreation publicly criticizes the parks department for failing to provide adequate facilities and proper conditions.

That the recreation department fails to realize the damage done to a ball diamond if used when wet and that the postponement of one game would enable the field to dry before game time

for the second game; that such a postponement would provide a better diamond for games two and three, and at the same time save the maintenance division considerable work.

Solving the Difficulties

While these complaints on the part of both parties may be justified, it seems that both departments are losing sight of the very important fact that the facilities and recreation program are provided for the benefit of the public. After all, the public is the employer and it is the obligation of the employees to fulfill the desires of the employer. A good many citizens enjoy a park primarily because of its beauty, which is due to the efforts of the maintenance division. However, there are many other citizens who patronize the parks to use the recreation facilities provided, such as ball fields, tennis courts and swimming pools. Therefore, it becomes the duty of the park department to provide facilities and opportunities for those desiring passive recreation and also to provide facilities for those desiring active recreation through an organized program under leadership as sponsored by the recreation department.

It seems, therefore, high time that the superintendent of parks and the superintendent of recreation have a long conference to iron out their misunderstandings, and eliminate all of these just complaints that one has against the other. The public is not interested in the family quarrel. It is interested in facilities and opportunities for its leisure-time activities. The following suggestions are offered as solutions for those difficulties:

That the parks department hold a meeting of all its workers at which time the superintendent of parks and the superintendent of recreation explain their duties and their obligations to the public, in an effort to make the parks department more recreation-minded by explaining the philosophy of recreation and the value of organized play.

That a similar meeting be held for the recreation workers in an effort to make them more maintenance-minded by explaining the value of parks as beauty spots and places for quiet, passive recreation and of the problem involved in providing such conditions.

That the maintenance division send an "informative" bill to the recreation department for every service rendered. Such a procedure would make it possible to provide a recreation maintenance fund in the maintenance budget and for both parties to plan their program and work accordingly. If such a policy were followed from year to year, there would be fewer complaints regarding "no funds."

That the superintendent of recreation should be considered when new buildings and areas are planned. Architects and designers may do a good job from the standpoint of beauty, but their lack of knowledge of recreation activities often results in poor buildings and areas from the standpoint of program utility.

That the ground custodian display an interest in and assume a responsibility for the success of recreation activities. This is possible through instruction and an understanding of the problems of organized play.

That the recreation superintendent should not be criticized for promoting pageants and other such events when such events do not result in the patronage anticipated. It must be remembered that the municipal recreation program is developed to some degree through the trial and error method.

That the final word as to the use of diamonds, when wet, should rest with the custodian of the ground. He knows the maintenance problems far better than the umpires or play leaders.

That a system for practice permits on athletic areas should be worked out, whereby the recreation department issues the permits up to a certain date each week, after which time such permits should be issued by the ground custodian and that a copy of all permits issued by the recreation department should be forwarded to the ground custodian.

That one or two days each week should be set aside for conditioning the diamond and giving it a rest from use. It is impossible to maintain the best facilities if they are constantly in use all day long seven days a week.

That field houses and pavilions should be opened for public use and recreation activities on certain days and at certain hours.

That there should be a "deadline notification date" for requests made to the park department by the recreation department thereby eliminating most of the emergency jobs.

That when permits are issued by the recreation department to groups for the use of field

(Continued on page 220)

What They Say About Recreation

"You see, books contain the thoughts and dreams of men, their hopes and strivings, and all their immortal parts. It's in books that most of us learn how splendidly worth while life is. . . . Books are the immortality of the race, the father and mother of most that is worth while cherishing in our hearts."—*Christopher Morley.*

"My interest is in enriching rather than prolonging human life."—*Newton D. Baker.*

"Before all things it is necessary that we should preserve in sport those characteristics of nobility and chivalry which have distinguished sport in the past, so that it may continue to play the same part in the education of the peoples of today that it played so admirably in days of ancient Greece."—*Baron Pierre de Coubertin.*

"Happiness is still as indestructible as sunshine. One does not have to manufacture happiness. One does not have to chase it in cars, or buy it with gold, or lock it away as securities in a vault."—*Marjorie Barstow Greenbie.*

"Ill fares the land, to hastening ills a prey,
Where wealth accumulates and men decay."
—*Oliver Goldsmith.*

"To 'play the game' is no hollow and meaningless platitude, but is charged with a depth and sincerity of feeling which far transcends the baser ends of gain and profit."—*A. S. Lamb,* M.D.

"If we are in search of the final term by which all our activities and all our teachings are to be justified, we must find it among those things the having of which is good, and the lack of which robs human living of its value."—*Alexander Meiklejohn.*

"Leisure may be either a bane or a blessing, a curse to the individual and a menace to the state, or a doorway leading to intellectual and moral enrichment for both."—*Daniel A. Poling.*

"The churches can bring pressure to bear on governments to support an intelligent and imaginative plan for helping young people grow in the right direction."—*Randolph C. Miller.*

"Men must have free access to the minds and hearts of one another even more than they must have free access to indispensable natural resources."—*Eric Johnston.*

"The spirit of man has awakened and the soul of man has gone forth. Grant us the wisdom and the vision to comprehend the greatness of man's spirit that suffers and endures so hugely for a goal beyond his own brief span."—*Stephen Vincent Benet.*

"We need more activities that have no practical purpose in them—things contributing to the sheer enjoyment of life. We need them both as those who appreciate and those who create."—*Harry Woodburn Chase.*

"It is perhaps true that in our recreational life we can bring into play the entire integrated personality as we cannot elsewhere—and it is perhaps true that this is precisely the reason why we gain such refreshments in the most wholehearted undertakings of recreation. Here for once, perhaps, we do what we wish."—*Dr. James S. Plant.*

"We need places where we can go and keep a good reputation and have a coke without being called delinquent."—*Teen-age girl* to editor of Columbus, Ohio, *Citizen.*

"Leisure is not all of life, but it is that part of it most within the control of the individual. Upon us all, therefore, rests the responsibility and the opportunity to create a civilized world."—*Grace L. Coyle.*

"There are no children who do not like to read; there are children who have been (and are being) prevented from making the acquaintance of books, so that they do not know whether they like to read or not."—*Kenneth C. Kaufman* in the *American Library Association Bulletin.*

"Love, hope, despair, compassion, noble aspirations, sacrifice, happiness, sorrow—these are the subject matter of all great music, and these are the common emotions shared by all human beings alike."—*Leopold Stokowski.*

A Living Memorial for George Washington

ACROSS THE BACK WALL of a schoolhouse stage stretches a picture of some of the country's great statesmen. To the right and left of the small proscenium opening are pictures of George Washington joined by plaques bearing coats-of-arms. Maps—of the British Empire, of Russia and France, of the U.S.A.—add their colors to the stage picture. Boys and girls in costume are grouped on stage, ready to sing the opening number on the program.

It is July 4, and the school is ready to begin its celebration of Independence Day. Had you heard the opening words of the schoolmaster they would have come to you with something of a shock. They are simple enough words—"We will commence by singing. . . ." But the voice is not an American voice. The inflections are distinctly British.

For this is an English headmaster. These are English children in an English school celebrating the birthday of the American Declaration of Independence! What's more they have so celebrated the occasion many times before.

The clue to this unusual set of circumstances is the place where it originates—the Biddick Council School, Washington, County Durham, England. In the town there still stands the old Washington Manor House where the ancestors of George Washington lived before they went to Sulgrave Manor.

The community is very conscious of its connections with the Washington family. They are very conscious, too, of their connections with America—and very proud of them. This is why the school children of Washington in England commemorate the Fourth of July.

No Dead Memorial

The first mention of the name Washington, we are told, is found in an Anglo-Saxon Charter dated in 973. Some 200 years later a gentleman by the name of William de Hertburn acquired the manor and village called Wessyngton and changed his name, after the custom of the times, to that of his new estate, becoming William de Wessyngton. This William was the remote ancestor of George Washington.

In time coal and its industrial uses were discovered and Washington in County Durham became a mining town. In 1896 the Manor House which had housed the squires of Washington became a tenement for thirteen families of an area becoming progressively poorer. So the Manor House remained until 1934 when it was declared unfit for human habitation and condemned. The tenants were moved elsewhere and the building and its site were put up for sale. It looked as though the predecessor of Sulgrave Manor as the home of the Washington family were destined for destruction.

At that point some local citizens did some serious thinking and some even more serious planning.

(Continued on page 225)

A City Goes to Town

By EARL A. COLLINS

A MID-WESTERN CITY was confronted with a problem of providing a health and recreation program for its people. The solution of this problem terminated with such remarkable success that its citizens are still puzzled over the ease and magnitude of their accomplishments. Jefferson City, Missouri, the city concerned in this report, had a population of approximately 24,000 and was in many ways typical of other towns of its size. It had a few parks which were poorly kept and almost useless for recreation purposes. Children played without direction in the streets or in unkempt vacant lots.

A few ambitious citizens of a service club conceived the idea that some kind of organized recreation should be provided for the children of the community. The club set aside a sum of $150 for this purpose. With this small sum a program was begun in 1937 with one part-time supervised playground. The popularity of such a movement was at once evident and it became necessary in a short period of time to expand both the budget and the facilities.

Financing

The budget grew rapidly from $150 to an annual expenditure of $30,000. It was soon necessary, due to this rapid expansion, to find some substantial source of revenue. A wide search was made and it was finally suggested that a 2 *percent* tax be levied on all utilities. The utility companies were consulted and they agreed, provided the Public Service Commission would consent to a rate adjustment so that the tax might be shifted to the consumer. The utility companies recognized the value of a recreation program. The Public Service Commission agreed to a rate adjustment and a campaign was begun to acquaint the public with the proposed plan. Since the recreation program had already accomplished so much, it was not difficult to convince the public that the tax should be added. This tax raised approximately $25,000 each year.

The large manufacturing companies in the city were extremely interested in these efforts because of the benefit of health and recreation derived by their employees. They asked to have a part in the program and two companies donated $900 each year to the fund.

The service club which was the original sponsor added approximately $3,000 each year to the budget. With these three sources of income ample funds were provided to promote a recreation program of inestimable value to the citizens.

Personnel

The personnel of the program grew from one part-time director to many full-time workers. The small beginning of one playground, open for a half day, expanded until it involved eight large recreation centers open throughout the day.

The city employed an Executive Secretary who acted as a coordinator and clearance officer for all activities. Under his immediate jurisdiction was the Director of Recreation, a man well trained in health and recreation. He formulated the activities for each center and in a general way supervised all eight centers. This work occupied his whole time.

At each center there was one man and one woman whose duty it was to have charge of the playground throughout the day. Manual training teachers, a drama director and a music director assisted at each center. In all there were approximately 18 workers who guided the children during the summer months. For the most part, these workers were the teachers of the public schools of the city and were well trained in the line of work for which they were chosen.

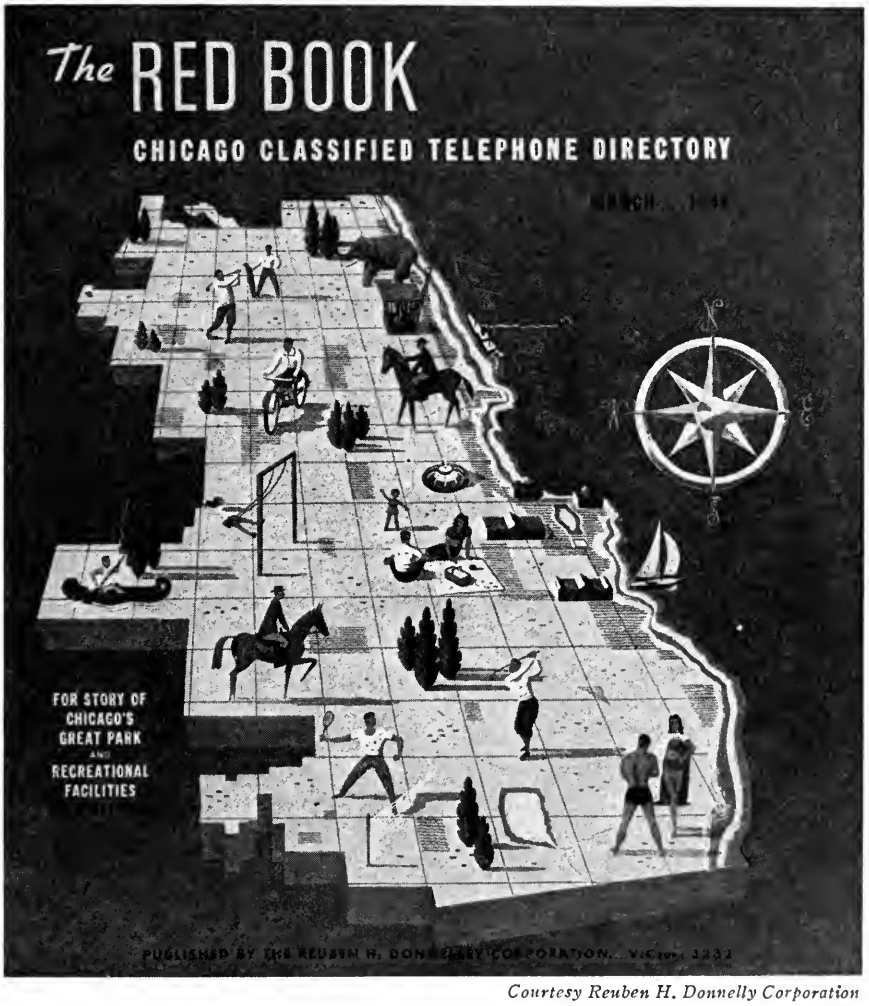
The Program

The originators of this program realized the importance of the task they had undertaken and defined their objectives in the very beginning as "the promotion of any activity that would provide wholesome recreation in the community for both adults and children." With this aim in mind they have worked for a period of eight years.

The program began with games for children at one center. The Board of Education had granted the use of the playground and gymnasium of one of the grade schools for this purpose. For the first year the activities consisted chiefly of outdoor games and swimming. As the work gradually expanded there were added dramatics, recreational reading, music and such handwork as weaving,

(Continued on page 222)

A Telephone Directory With a Message



Courtesy Reuben H. Donnelly Corporation

Between April and September, 1946, every user of the 1,000,000 copies of Chicago's classified telephone directory, the *Red Book,* will be exposed to a graphic story of the city's park and recreation facilities. Through cooperation between the publishers of the *Red Book* and the Chicago Park District, the cover of the directory shows a map of the city with pictures of people at play in parks and recreation areas. A black and white reproduction of the cover is shown above. The first page of the *Red Book* carries an excellent story about Chicago's recreation program. Past issues of the *Red Book* have pictured other outstanding features of the city's life such as its transportation and its industrial development.

Friendly Philosopher of the Wilds*

By ARCHIBALD RUTLEDGE

OF ALL THE wild animals known to me, the raccoon has by far the most philosophic disposition. He is slow, highly intelligent, ingenious; and he accepts situations with an equanimity that suggests ancient sagacity. He is the Ben Franklin of the wilds.

One sunny day, I came upon a raccoon fast asleep in the low fork of a cypress tree. He made no objection to my lifting him from his bed, seeming not to mind what I did so long as he could have his sleep out, and curled up in the hollow of my arm like a drowsy child.

Because he accepts with admirable good temper the changes and chances of life, the raccoon is easily tamed and makes an affectionate pet. I have reared a good many from babyhood. They would sleep in my lap or run their little black hands into my pockets in search of peanuts.

While nearly all animals in the natural state feed daintily, the raccoon is exceptionally careful to keep himself fastidiously clean, and washes most foods scrupulously. I once found five raccoon youngsters in a huge hollow limb that had blown to the ground. I made a little house and yard for them, but day after day they refused to touch any of the food I offered. They would just look at me wistfully, with a faintly accusing expression on their sensitive faces. I was on the point of turning them back to their native wilds, when it occurred to me that I had not supplied them with water. As soon as I had done this, each baby daintily selected a morsel of food, ambled over to the pan, washed the food and then ate it. Apparently they had chosen to starve to death rather than disobey a law of their nature.

One day I gave them some cookies. When they dipped the cookies in the water, they saw the food melt mysteriously before their eyes. Thereupon they sat down in conference in a circle about the water pan, and apparently came to the decision that cookies should not be washed.

The raccoon is very widely distributed over North America, though most common in the deep South. He is usually found where there are abundant streams, lakes or marshes. He is closely related to the bear family, and in appearance is much like a miniature bear. This relationship is manifest also in the feeding habits of the two creatures, for each is omnivorous. Bears are especially fond of sugar and honey, and so are raccoons. One coon that I kept tethered would, if a lump of sugar were laid just beyond reach of his front paws, turn around and extend a hind paw and drag it to him.

Photo by Reynold Carlson

The wild raccoon feeds on any kind of fish, fowl or small animal that he can obtain; he eats acorns and other nuts; when corn is "in the milk," whole families will invade a cornfield at night and cause great damage. Pulling down the stalk, the coon dexterously breaks off the ears with his wide little hands, with five sharp claws, which are as skillful as a monkey's. He dotes on crawfish, fiddler crabs, mussels and oysters. Sometimes he deftly opens their shells, sometimes he feels under the water, hoping to find a bivalve open. Occasionally this habit leads to tragedy.

* From *The Baltimore Sunday Sun* as condensed in *The Reader's Digest.* Reprinted by permission.

One morning at low tide I saw a large dark object on an oyster bank that had been exposed by the receding water. It was a mature raccoon, his right hand gripped fast by a huge oystershell. Obviously he had been held there until the tide drowned him. Sometimes a raccoon will gnaw off a leg thus caught, especially if it be in a steel trap. In the wilds I have seen a good many three-legged coons. These get along remarkably well, even to climbing trees.

The raccoon is commonly about 16 inches long and weighs from 12 to 15 pounds, though some are much larger. Normally the fur is a thick, soft brown, and the tail is ringed with white or gray. A few are albinos, some are jet-black. The rarest color is a pure golden shade.

Stout and compact of body, the raccoon depends more on his cunning than on speed and agility to get what he desires. He can and will climb for acorns, but he won't make the effort if squirrels will shake them down for him.

In combat he is a valiant and even a formidable fighter, and even in a life-and-death crisis will choose his own battleground with sagacity and deliberation. The dog and the coon are inveterate enemies, but unless a dog, however superior in size and weight, understands the crafty nature and the savage courage of his opponent, he is likely to get the surprise of his life.

When approached by a dog, a raccoon will try to retreat into shallow water. If possible, he establishes himself on a submerged stump or log, so that the dog will have to attack through fairly deep water. I have seen a raccoon thoroughly trounce a dog three times his size by thrusting the latter's head beneath the water and holding it there, so that the dog was well-nigh drowned.

If a coon cannot find water in which to make a stand, he will get on a log that is well off the ground so that the dog, to come to him, must approach along the log. This puts the attacker at a great disadvantage. The dog is plainly worried about keeping his footing and balance, and just at an especially teetery moment the warily waiting coon will suddenly advance, snarling, biting and scratching, and in nearly every case the dog will fall or jump from the log.

In combat the raccoon raises himself to an unwonted height, arches his back, makes all his fur stand out straight, and growls savagely; and his attack is disconcertingly swift and accurate. A heavy boar raccoon can kill an ordinary dog in a fair fight. But because the raccoon is of a benign disposition, a fight has to be forced upon him; and if given opportunity he will make so dignified a retreat that a human intruder feels like apologizing.

The raccoon is often hunted for sport, and is rarely sought for food. However, it can be highly recommended for the table. It is much better to eat than the opossum, the flesh of which is oily. Before the passage of the law against steel traps, backwoods Negroes relied upon raccoons for a large proportion of their winter supply of meat.

I doubt if there is another mammal equally at home on land, in the water, and in trees. The coon makes his den in a hollow tree, sometimes as high as 50 feet up. He usually sleeps all day. In winter he hibernates, but if the sun is bright he may emerge, lie in a fork of the tree, and sun himself for hours.

The intelligence of wild creatures can be measured best by the success with which they meet the dangers of life in the wilderness. So considered, the raccoon rates high. And though he takes kindly to captivity, memories of his old free life still linger with him. My tamed raccoons rarely noticed any of the ordinary noises from the yard about them, however loud, but let a distant sound drift in from the wildwoods or the marshes and they would pause, lift their heads, and listen transfixed to those primeval tones that took them back to their old haunts.

Midsummer has a quality all its own. Even the people tied to the rush and rattle of the city feel the lazy pull countryward of July's noons. For in July a man's fancy will turn to thoughts of those wide country spaces where time ceases to be a tyrant and becomes a friend. Here are two articles which pin down with words that warm, rich, quiet of a midsummer day.

What's Your Hurry?*

By CONSTANCE J. FOSTER

WE ARE NEW farm owners, and at first we were inclined to apply all the high-pressure hurry of city living to our sixty acres. But Ben, our tenant farmer, took us down a peg. Asked if he

(Continued on page 219)

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Play and the Players: 1946 Brand

By JOSEPHINE BLACKSTOCK
Director of Playgrounds
Oak Park, Illinois

PLAY IS A SORT of mirror of the changing scene. It seems to be one of the first activities to reflect altering attitudes, new discoveries, fresh interests. A look-back over twenty-five years of supervision of a municipal playground system in a suburb near a large city, has given the writer a chance to see how some of these play habits have changed.

Today, if you are observing a low-organized game, watch the way every child wants to be "it." To evade being caught is no longer an objective. You are out *to be caught*. Why? Because, if you are "it," you are in the limelight; you have an opportunity to show off. What are the results? Rules go overboard. You get away with something, you get caught, in consequence you win the admiration of the crowd. Children living in cities are growing more and more bored with simple games. They want to get into high-organized games, into dances, dramatics; they want to be where there is an audience, footlights, publicity. The teen-ager "drools" over anyone who has broken into print.

Changing Attitudes

A well-known eastern publisher told the writer that the reason why he gave up teaching school was because of the children's attitude towards punishment. A popular boy, or one who had made good in athletics, must never receive the same disciplinary measures as one who had not made a name for himself. There was revolt if the teacher carried through any such punishment. This is a queer and significant overthrow of justice.

Another change in children's attitude towards play is their present crowd-consciousness. The teen-agers' Huddle Dance, held on the Oak Park Playgrounds, is a point in fact. If the young people come rather early, or if on account of other social affairs, there is only a small group in the dance hall, they congregate outside, and wait until the crowd arrives before they enter. It lowers one's standing to be seen in a small group. But what is more serious is their anxiety to *lose* themselves in a large crowd, instead of *finding* themselves in some creative activity that is done at home or with only one or two others. How will they have a chance to think things out, to find their own skills and abilities, if they keep on trying to forget themselves in the mob? Play is slowly but surely leaving the home. A boy no longer thinks of getting to know his father—and himself—in a game of chess, a girl does not discuss the making of a costume with her mother, they both go where the crowd is. One wonders sometimes where the inventors and artists of tomorrow are coming from. Edison thought about electricity in his own woodshed. Watts watched his mother's kettle boil and thereby discovered the steam engine. Mark Twain, Lincoln, Thomas Wolf lay on their stomachs before an open fire and charted out new worlds of fancy. Solitude seems to be "out" in the modern scheme of things. One *feels* pleasantly through escape, one does not exert any muscles of the mind to *think*.

Current Trends

Take the comic strips, that Bible of the small fry of today. A noted psychiatrist in Chicago says what youngsters mostly get out of the comics is a vicarious triumph over their elders. They have been disciplined, something they want has been denied them, the consequence is they are frustrated. They take it out in being Superman or Dick Tracy. Certainly some of the comic books sold surreptitiously on news stands, are vicious and harmful. They encourage brutality in that they glorify illegal methods of apprehending criminals.

There seems to be a trend toward getting away from childhood as a period in itself, with its own aims and activities and boundaries. Our boys and girls are pseudo-adults. Granted they have more courage, more poise, more self-confidence than their ilk of twenty-five years ago, most of them have left behind somewhere on the way manners, respect for their elders, enjoyment of their own homes, the development of their imaginations. You will be saying by now that these changes are simply reflections of breakdowns in moral standards on the part of their seniors, and of course, this is true in ninety-nine cases out of a hundred. Perhaps, as far as the one remaining *percent* is concerned, children are writing their own woe.

(Continued on page 218)

The Organized Club

By Lt. ROBERT E. LINK, USNR
Welfare and Recreation Officer

A GROUP of young boys averaging ten years of age banded together at the corner of Rivington Street and Lewis Street near the Grand Street Settlement in New York City's lower east side in 1934. As a roving, mischievous gang, this group was looking for an outlet for its stored energies, which could either be manifested in a positive manner, following socially approved patterns, or negatively, leading to juvenile delinquency and other social maladjustments which would present dangerous problems to the community. A staff member of Grand Street Settlement decided that he would try to bring this gang of ruffians into the Settlement House for membership. As an inducement, he suggested that the gang form a good basketball team, which would compete and probably could beat some of the other junior clubs.

It wasn't too hard to persuade the seven boys to join the settlement and participate in its activities. It was necessary to find a club leader who would be able to guide the group and present challenging situations for their development. A temporary leader was found. He was interested in this type of work, but unfortunately he stayed with the club for less than a year. However, the club members spent a great deal of their time in the gymnasium, so the gymnasium instructor decided to work with them. The group was known by now as the Will Rogers Club. This article will concern itself with the growth and development of this club in the period from 1935 to 1942 as applicable to other groups. During the period from 1942 to 1946 most of the members and their leader were in the armed forces. This period will be touched on briefly, bringing the story to the present when the club is now again meeting at Grand Street Settlement.

Backgrounds

To help the reader get the full picture, a little background information is presented. All of the boys in the group came from a community in New York's lower east side served by Grand Street Settlement. The lower east side is home to a number of races and creeds. The Jewish section is found along Delancey Street. The Italian population lives further west. Chinatown, with its huge population in a few street blocks, is located south towards the Manhattan Bridge, and a Negro group is moving into the area. The community teems and hums with a population of approximately one-quarter of a million people.

Many of the youngsters have parents who had come from Europe because of pogroms, poverty, and other similar reasons. These youngsters were born in an underprivileged area where many of the homes cannot give their children a better chance for educational growth and advancement. Social agencies in this type of community are very important and play an important role in the daily lives and adjustments of the community and its individuals to the American way of life. In many respects, however, the community is homogeneous, closely knit in its approved ways. Grand Street Settlement, like the other social agencies in this area, is nonsectarian. It is interesting to observe that at least 60 *percent* of its membership belongs to organized groups which meet with their respective group leaders at least once a week and, in addition, participate in all the other activities available to their group.

Much of the present maladjustment is due to the rapid social changes that are taking place in every phase of life. Social problems have a tendency to center in certain areas, particularly in the crowded slums of the city. It is in such regions that gangs form, juvenile delinquency develops, and adult criminals are found. Recreation and character building agencies have a tendency to prevent the occurrence of maladjustment and personal demoralization.

The most valuable asset any community can have is its human resources. No country is better than its citizens. The good citizen participates in his government. He is healthy, happy, and has a job to do. Recreation is a means of building good citizenship, health, and character. It fosters creative ability, esthetic appreciation, and intellectual curiosity.

Every individual is entitled to have the opportunity to play, run, jump, and pursue leisure time activities. These activities stimulate the appetite;

strengthen the heart; improve the health; develop coordination, grace, poise, skill; give one the opportunity to become a well-integrated individual.

Adolescents and adults very seldom get into serious trouble at home, at school, or while they are at work. The leisure-play problem has a very direct bearing on delinquency in young people. Important in the development of the individual is community provision for adequate playgrounds, recreation centers, and other places for recreation under proper leadership. The children "are stealing apples when they should be stealing third base."

Character is the process of building right attitudes. Attitudes are the result of experience and through controlled experiences good character traits can be built. Social and educational institutions represent a controlled experience in which good character can be molded. Periods of leisure, on the other hand, become the critical times in the making or unmaking of character. If we do not furnish the individual the chance for controlled and supervised experience during leisure, all the good which is done by social and educational agencies in conjunction with the home may quickly be torn down.

Through a playground, community center, or settlement house, the individual is given the opportunity to express his emotions under controlled conditions. In game situations emotions are brought into play through rivalry, success, failure, self-assertion, initiative, cooperation, loyalty, and sacrifice. When group rules are made and enforced, social disapproval results from failure to live up to the rules. Thus play builds character. The youth of every community should have opportunity to play.

Play leads an individual into many phases and kinds of activity. It permits exploration of talent and latent interests. Vocational guidance experts maintain that it has a definite relation to the future work life to the extent that imagination is aroused and ability to choose and weigh situations is trained. This is particularly true for the child. Skills acquired in handcraft are quite similar to those required in related industries in adult life. For instance, the Wright brothers were makers of model airplanes as boys.

Modern life is non-creative because specialization of industry usually allows a person to do only a part job, a mechanical job. There are limited opportunities in the home. It is in the play life of the individual that creativeness must be fostered. Through play we must expose the individual to beautiful surroundings, art, music, dramatics. Through well-equipped laboratories we must allow people to explore creativeness in the many fields. The "want to know" must be fostered by providing flower gardens, greenhouses, zoological gardens, and museums.

The lack of housing, poor home conditions, environment patterns approved or frowned upon by the community are existing problems prevalent in many of our American communities. However, with proper leadership, community centers, settlement houses can achieve socially approved results

A boys' club re-creates a ceremonial

Courtesy Madison Square Boys' Club

with gangs, taken off the streets, brought into a friendly environment conducive to cardinal principles of education such as good citizenship, character, health, proper use of leisure time and proper vocations.

The Club Functions

After many club meetings, much discussion and research by club members, a constitution for the Will Rogers Club was formed. It was the cooperative achievement of all the members. The object of the club shows clearly the aims of the members (at that particular time averaging 11 years in age) and their thinking:

"To teach the members of the club to be thrifty and frugal.

"To acquaint the members of the club with a better understanding of the principles of a democratic state, and of how a club functions.

"To promote better social understanding among the members; to promote social and athletic affairs and to cultivate a high cultural level for all the members of the club."

A sample of the minutes taken at one of the club meetings during the second year of the club's existence shows the action and thinking of the group at that time:

"The meeting was opened by the President at 8 P. M. The minutes of the last meeting were read and accepted. Announcements were made by several of the club members. The club was informed by the athletic captain that the team had tied for second place in the annual house track meet held at the local park track. Max told the club that the play contest was going to start next Wednesday, and that the drama committee was rehearsing and felt confident of winning the play contest. As the club wished to get into the old business, the new business for this meeting was postponed. The coming Parents' Party, and club newspaper issue were immediately presented for discussion by Norman. Sam, the chairman of the Parents' Social Party, repeated again to the club members their specific assignments for this function. It was decided by a hand vote that the parents' invitations would be typed and mailed to the parents, instead of personally delivering the invitations as previously desired. Refreshments, consisting of tea, cookies, cake, candy and fresh fruits were to be served. Morris, John, Allan and James were appointed as the refreshment committee. The following parents' party program was approved by the club: 'Start off with a song of welcome to the parents, opening remarks by the chairman, introduction of the club members to all, introduction of the parents, remarks by the club leader, a discussion of next week's planned overnight hike during the parents' party as a means of getting parental consent, a short skit by some of the club members, refreshments to be served, group singing and concluding with taps.'

"The club spent some time rehearsing the play for the play contest. Before adjourning progress on the club newspaper was requested of the Editor, Jack, who informed the club that the newspaper would be ready at the time of the parents' party. Motion was made and approved for adjournment after taps."

Projects

The club entered the Settlement House play contest and athletic tournament during its first year of membership. An outstanding event during its second year was a package party given by the club members for their friends. In addition, the club came out first in the junior basketball tournament and second in the play contest. During the third year, the club undertook many projects such as a scrapbook containing all the social and athletic events of interest to the group clipped from the local newspapers, magazines, and other sources of information. Members participated in and sponsored overnight and day hikes. A number of social parties were approved by the club. Many of the members became reporters for the house newspaper and the group finally decided to mimeograph its own newspaper for the Settlement. The fourth year the club had its most successful season. The membership was growing. Organization of projects became more mature and alert. The club meetings each week were very interesting and the 100 *percent* attendance record continued at all meetings. The club continued its good record in athletics and won the basketball championship. The play this year was written by one of the club members, and won the play contest in its age division. The boys were becoming social-minded. They decided to give a party once a month. An average of two hikes were planned for each month. A feeling of mental and physical growth on the part of all members was apparent at the meetings. The fifth year culminated with a two-and-a-half-day overnight hike for seven of the members. The leader took the hike with the boys and shared in the experiences of the group. The fifth anniversary parents' party was highly successful. All the par-

ents attended, bringing a cooperative and harmonious feeling to the Settlement. The parents, the members and their friends came to a better understanding of the functions of the Settlement and the achievements of the club. Such parents' parties tended to bring the entire family into the Settlement House.

A most interesting and challenging project, attempted with the club during its sixth year and carefully followed by the staff members (the club members averaged at this time 16-17 years of age), was the formation of a junior Will Rogers Club. At one of the meetings the club members decided that they would get a group of neighborhood boys, averaging about 10 years of age, off the streets. They organized the new club as a boys' unit of the Settlement. Each week a member of the senior club presided over the junior club. The leader was always present at these meetings to observe the proceedings and leadership traits exhibited by the senior member. At the weekly meeting of the senior club, the members discussed all the positive and negative points of the junior club meeting with the member who had presided. This boy told his fellow members about his feelings and reactions, and about the problems that he had encountered. In this manner future club leaders were trained and leadership traits were developed.

Importance of Leadership

To accomplish the purposes and attain the objectives of good living, trained leaders of intelligence and high moral caliber are necessary. The settlement house leader is in a strategic position to inspire individuals with the enthusiasm to participate in games and play activities and to influence growth and character development. Response to play and to group situations in the gymnasium or club room are often the direct result of the leader's own enthusiasm and of his personal attitudes and conduct. Certainly the club members cannot be expected to develop desirable character traits unless the leaders themselves possess and demonstrate such qualities in their varied, daily relationships with the members. The adolescent tendency to "hero-worship" is well known.

Group leadership of youth and adults is involved in the organization and promotion of athletic leagues, orchestras, drama groups, special and hiking clubs. Its functioning is well demonstrated by the settlement house leader who comes into direct relationship with individuals and groups of diversified interests and must be able to help the participants discover interests, to introduce variety when it is needed, and to furnish instruction where it seems desirable, though he is often able to remain in the background. The leader assists individuals in getting together with others who have a similar interest. When he offers suggestions he usually does so as one of the group so that in the active sharing of ideas the participants gain experience in functioning as a group and acquire skills in managing their own activities. This experience, especially in recreation activities, is denied to large numbers of young people and adults except as leadership is provided by the settlement house.

Club Values

It is interesting to note that this group in its needs didn't differ from any of the other gangs that have been studied. As a group, the boys needed to share their experiences. Through club meetings and other positive factors the boys had an opportunity to express and articulate their feelings. Through the medium of the club many of the members were able to excel in certain tasks they might otherwise not have had the opportunity for. As an individual the challenge might have been too great, but as a group it was achieved. These boys needed activity for growth which was now provided through the house program. Through the club many of the boys were able to find themselves and make their own niche, which might never have been made alone. Through complex problems in club situations the members learned to adapt themselves to new conditions. Leadership, by attaining a proper rapport between the individual and the group, enabled the members to meet the challenges of everyday life. Finally, through recreation, the boredom, monotony, strain of everyday life was thrown off and the boys occupied their leisure time with healthy, positive factors.

From 1941 to 1945 many of the club members were in the service, but in February 1946 the club met again. Most of the members were back from the service, others were to be discharged within the next month. Four of the club members were married. Two were fathers. Now, in this period of reconversion, the club is again banded together to help each one along to his primary objective as an individual within the structure of the club.

Ways of the Bayou Country

THE ACADIAN PARISHES lying in southern Louisiana are rich in romantic association. This is bayou country. Its people are largely of French extraction, descendants of those families driven out of their Nova Scotian settlements when they refused to take an oath of allegiance to a new flag and a new king in 1755. Many generations of Acadians living in communities isolated from the rest of Louisiana by the bayous, kept nearly intact their language, their songs, their crafts, their way of life. But gradually at first, then with increasing acceleration, the walls of their isolation were broken down, their special culture was merged into the more general pattern of southern life. Five years ago few of the bayou children knew French. The songs and the dances that were part of the everyday life of their grandparents were shadowy, half-remembered bits and pieces to them. They knew nothing (except in rare cases) of the skills that produced fine lace, braided rugs, quilts made in traditional patterns, hand-woven blankets. They were ordinary American youngsters—cut to much the same pattern as other youngsters in other communities. They were, like other members of their age group everywhere, in process of becoming "good Americans."

That, of course, was all to the good. But there were some wise heads who felt it unfortunate that this good was being gained only through the sacrifice of a cultural heritage that was definitely worth preserving.

Saving a Way of Life

These people, therefore, put their heads together and worked out an experimental program. The Extension Division of Louisiana State University asked Louise Olivier to join their staff. Her job was part education, part research. It involved reaching out into these Acadian parishes for records of the life still being lived by the grandparents of the children then in school.

She began with the youngsters. She traveled from school to school and talked to young pupils in their assembly periods. She told them that she was looking for old French songs. There weren't many of those boys and girls who could not

Singing the songs of their ancestors

remember a line or two of a song picked up in their earlier childhood. Soon the whole school would be singing with the visiting lady. When school was out the youngsters took home with them the story of the visitor who wanted to learn old songs.

Their stories served as introduction to Miss Olivier when she came knocking at a family doorway. She found herself a welcome guest in the homes of the shrimp fishermen, the cabinet makers, the carpenters, the small farmers who make up the population of the bayou country. The families told her of their customs, sang her their songs, told her their favorite stories, showed her their fine handwork.

Photo by Fanville Winans, Baton Rouge, La.

Try it on for size!

Assemblees Francaises

They are a sociable people these Acadians, and they took promptly to the idea she proposed of a series of assemblies. The programs for these meetings would come from them. They turned out—sometimes 3,000 strong—although their ways of locomotion were often hard. Some of them had automobiles. But many of them came on horseback or in buggies or even on foot for many miles. They came by families—old and young, men and women—eager for an evening of fun.

The programs varied. But each program was planned to appeal to different tastes, each was built out of the contributions of the people in the community, and each provided for "audience participation" through mass singing.

Extra Value

A kind of plus value is added to the whole program of the *Assemblées Françaises* by the participation of the elderly people of the communities. In some cases they, who speak only French, could

(Continued on page 220)

Get in the Swim This Summer

By JACK P. HOULIHAN
Community Chest
Washington, D. C.

THE OLD swimmin' hole—1946 version—is to be found in the public and private indoor and outdoor pools, ponds and lakes of the nation and aquatic sports, reputed to be the most popular of all recreation activities, are very much to the fore this summer.

Whether your agency or department boasts a city-wide system of outdoor pools, or whether you've just dammed up the old creek outside of town for your swimming program, you're probably putting on the thinking cap these days for ideas to make the old swimmin' hole more popular than ever. But, you'll also want to be sure that it's safe, sanitary, and attractive to young people and adults as well as the scene of varied community-wide special programs.

"Swim for Health" is a slogan that has come in for much attention. To this, the alert recreation leader will want to add, "Swim for Safety," and "Swim for Fun." Let's take these slogans in that order and suggest some means to attain them.

Swim for Health

In your swim for health program, you must start with the very layout of your aquatic facility. If you've got a modern pool, complete with chlorinators, and health department approval of your water supply, it's not so big a problem. But for those communities which use the town creek or river as a substitute for the more desirable and permanent facilities, contaminated water constitutes a hazard to beware of. In this case, step number one, of course, is to provide for a modern tank when and if the budget permits it. Meanwhile, consultation with the state or district health authorities will result in a reliable decision on the advisability of using any given area for public bathing. *Beach and Pool,* organ of the swimming pool industry, is an authoritative source for such information, too. Once your swimming area has been declared healthy and a routine for keeping it so has been set up, you may begin to swim for health in earnest.

Swim for Safety

The ability to swim well is itself a big safety measure. This is borne out by American Red Cross statistics which reveal that an amazingly large number of persons drown each year within 30 feet of shore. Any Red Cross life-saving instructor can point out the reasons for this, and also point out how certain elementary forms of rescue can avert such tragedies, even where the victims may not have been able to swim a stroke. The first step in your swim for safety project, therefore, is setting up a learn-to-swim program. This may be highlighted or even started by a learn-to-swim week, *but the teaching program should be continuous.*

"Every swimmer a life-saver," is a good slogan, even though it is an old one. Get in touch with your nearest American Red Cross Chapter or with Red Cross National Headquarters to find out how classes in life-saving may be arranged—unless, of course, you have a qualified instructor on your staff.

Part of any safety program, of course, is a constant educational campaign to make people aware of the dangers to swimmers and of the ways to avoid them. Here, again, the Red Cross can help. Play safe, and get the Red Cross to steer you on the right road to a happy, as well as a healthy, swimming season.

Swim for Fun

You may swim for recreation or you may swim to become a champion. It makes no difference what your motive—you usually swim for fun. And there are many ways of arranging plenty of fun—for both novice and champion—in a well planned swimming program.

Learning to swim is fun. In fact, some national champions have been known to admit that they never had so much fun as when they were just learning. Now that they are championship swimmers, they find it work!

Water pageants are an excellent medium of participation for swimmers of all age groups and various degrees of ability. A pageant is usually a good way to top off a learn-to-swim week, or to review the season's work at the end of the outdoor program. Such pageants as those wherein King Neptune comes riding down the pool on a throne pulled by his mermen to hold court and see what his charges had done during the year, in life-sav-

ing, rhythm swimming, speed swimming, diving, and so on, have proved highly popular as well as an excellent frame for program interpretation. There are many sources for water-pageant material, but originality is highly desirable. There are instances where, through water-pageants, the toughest little urchins have unwittingly become engrossed in dramatics. Those people with a flair for stage properties, lighting and makeup can be induced to take part in the over-all production of a water-show, even though they be dry land ducks of the highest degree. By all means, try a pageant, if you want some fun.

"Window dressing" is what some recreation swimming leaders have called championship meets. That's true, but remember, the "champs" were once "chumps," and they are good salesmen for aquatic programs — and furthermore, winning titles, and breaking records is now their fun, even though they are in the minority at your pool. Turn to your nearest A.A.U. official for help in setting up such a meet, and to your local press for the necessary publicity, and at times even co-sponsorship. Championship meets should strictly adhere to A.A.U. rules for the protection later of entrants who may go on to intercollegiate competition.

Meanwhile, swimming meets for the younger, less able swimmers are also means of much fun for both competitor and spectator. Break your groups into junior, intermediate, and senior sections for boys and girls in order to get the best results. Boys *vs* girls competition has not proved popular except in the rare instances of infant prodigies.

A fairly successful program for a non-championship swimming meet could include the following events:

Juniors

20 or 25 yard freestyle (pools are usually either 20 or 25 yards long. If the meet is not in a pool, rope lanes or courses can be laid out)

(Continued on page 224)

Swim for fun!

Recreation for a District

By GEORGE R. VESTAL
Superintendent
Park, Recreation and Parkway District
Hayward, California

THERE ARE many communities in California just like Hayward. Hayward is a small incorporated town surrounded by about fifteen unincorporated areas which directly call upon it for many of the necessities of life including theaters, churches, schools and recreation. The town of Hayward has for many years provided its citizens, number 8,000, with opportunities for recreation. But in 1944 Hayward people began to realize that, the unincorporated communities having now increased the population of Hayward's immediate district to 44,000, no longer could its recreation program adequately serve the area beyond the corporate limits.

So, in September 1944 the City Council of Hayward approved the formation of a recreation district as provided by the California State Public Resources Code. The city petitioned the county supervisors for an election to establish a recreation district. At the November election the voters living within the boundaries of the fifteen different communities decided by a 4 to 1 vote to establish the Hayward Area Park, Recreation and Parkway District. Hayward was the second such district to be formed in the state. The first was

Pushball—good exercise, good fun

Photo by Kent Studio

established at Vallejo in June 1944. The formation of these two districts has encouraged many other small communities in the state to take steps necessary to inaugurate similar districts.

Budget and Administration

The annual budget of the Hayward Area Park, Recreation and Parkway District is submitted to the county supervisors for approval on May 10 of each year. The first budget was approved on May 15, 1945 and established a tax rate of 22¢ on the $100 valuation. The first annual budget provided $48,631.79 based on a district property valuation of $22,105,360. These funds provided for the operation of the district program from September 1, 1945 through the fiscal year ending June 30, 1946.

On March 29, 1945 a set of by-laws were approved by the County Supervisors, which provided a plan for the administration and operation of a district program by the Advisory Board which acts as the County Supervisors' administrative agent. The by-laws include membership and term of office of members, designation of regular and special meetings, and define powers and duties of the Board and district employees. They also provide for the handling of district finances. In July 1945, the Advisory Board requested the assistance of the Recreation Division of the Federal Security Agency in conducting a recreation survey, as a result of which the locations of playground sites were determined and plans for the operation of a district recreation program were established.

On August 30, 1945 the Advisory Board selected a superintendent who opened the district office on September 1, 1945. The district staff also includes an assistant superintendent and three district supervisors each of whom has a dual responsibility. For instance, the supervisor of district one is responsible for the supervision of four playgrounds as well as for organizing and directing men's athletics, boys' athletics and teen-age activities for the entire district. Likewise the assistant superintendent and the other two district supervisors each have similar dual responsibilities.

The recreation district had no facilities of its own. It immediately entered into agreements with school boards for the use of school buildings and school grounds. The school authorities have been liberal and cooperative. On the other hand, the district has been liberal in providing funds for school grounds. The district has constructed supply buildings, erected backstops, graded ball fields, provided fencing and other necessary repairs to improve school grounds and make them more attractive as playground centers.

Program

Having provided funds, a staff and facilities, the job of selecting and training playground directors began and a district program with a wide variety of activities was started. Since September 1, 1945 the program has reached an attendance of over 100,000 and is expanding rapidly.

The district program now includes eleven supervised playgrounds, six weekly and five operating daily after school and Saturday. A choral specialist meets with two different community groups each week. A square dance team of two specialists has organized weekly square dancing clubs in six different communities.

Leagues and tournaments have been conducted. Over 500 boys and 200 adults participated in basketball this winter. Other tournaments and leagues included volley ball, badminton, golf, softball and tennis. Special activities include nature hikes every Saturday afternoon, a craft specialist who visits all playgrounds on a regular schedule, swing shift program weekly from 9:30 P.M. until 11:00 P.M. for restaurant workers, moving pictures for rural communities and badminton clubs for adults. Special days include play days for girls, doll shows, kite contests and marble tournaments.

A teen-age center called the Hayloft is open every day and Friday and Saturday evenings. There are, in addition, four weekly teen-age centers in school auditoriums.

During the summer twelve playgrounds will be open daily. There will be a day camp accommodating 45 boys and girls and a traveling playground which will visit small rural communities on a regular schedule.

Looking Forward

The newly established Hayward Area Park, Recreation and Parkway District is looking ahead with extensive long-range planning to make the Hayward district a better place to live. The long range plans, several of which have already been started, include the following:

Three outdoor swimming pools to be constructed on school property so that they can be used as a physical education facility as well as for community recreation.

A nine-hole golf course.

(Continued on page 223)

WORLD AT PLAY

No Age Limits

THERE are hundreds of clubs for boys and girls, teen-agers or toddlers, old people or young adults — usually limited at either end by an age classification. The Recreation Department of Decatur, Illinois, has a club where the space between the upper and lower age brackets is so great that it is, for all practical purposes, a matter of infinity! There were twenty-nine people present at the organization meeting. The youngest was six, the oldest 55. Common interest? Model airplanes!

Detroit Goes Nautical

A REPORT from Detroit, Michigan, tells of a feature initiated last summer when a show boat plied the Detroit River, stopping at four locations for fifteen-minute programs. It pulled up along shore and its volunteer actors presented without charge a show for the crowds on the banks.

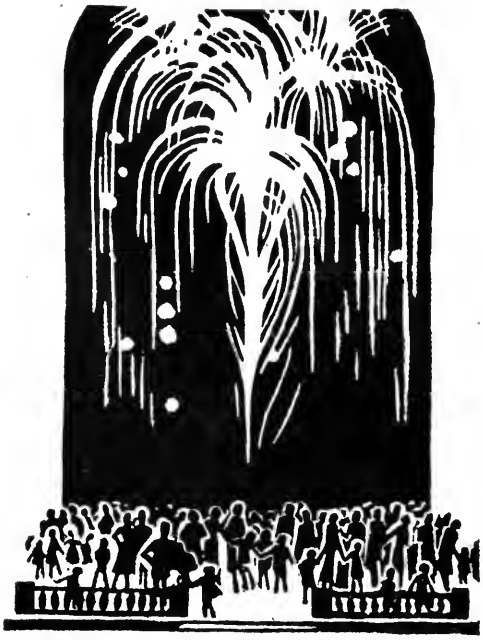
The Recreation Department in Detroit has been presented with a three-masted schooner which is to be sunk in cement and used as a center for nautical crafts. The Sea Scouts will carry out their training program from this base.

State Division of Recreation

JULY 1, 1946 will mark the beginning of a state Division of Recreation for Kentucky. The recent Kentucky Legislature appropriated an annual amount of $18,000 for a Division of Recreation to be set up under the State Department of Conservation.

Crafts for Handicapped Children

ONE of many excellent ideas that have come out of Lancaster, Pennsylvania, is a club designed for handicapped youngsters who would like to work in crafts. The group meets for two hours each Wednesday afternoon. Members



Print by Gedge Harmon

are brought to and from the club by the Red Cross. Ages range from five to 15 years. Stories and songs by phonograph and parties for special occasions are "extras."

Boys Have Their Say

FOUR boys, ranging in age from 11 to 13 years, were guest speakers at a meeting of their elders in San Francisco, California. The elders were members of the Audubon Society. The boys were lecturers from the Junior Museum. They spoke on rock polishing, on fluorescence and fluorescent metals, on model airplanes. Each talk was accompanied by an exhibit.

Housing Project Center

HILLTOP House, a recreation center for children and young people between the ages of five and 19, has been opened at Overlook Homes, a project of 750 families operated by the Dayton Metropolitan Housing Authority. An administrative force of junior officers has been appointed to operate the house, and rules and regulations have been established. Special activities for various age groups will include instruction in crafts, dancing, and dramatics.

War Memorial Notes

WORD on community plans for war memorials is coming in from many places. Here are some of the latest reports:

Augusta, Georgia—community house.

Phoenix, Arizona—Center including auditorium, library, hall of heroes, art museum and little theater.

Wicomico County, Maryland—Recreation building and program on an 18-acre site donated by a local citizen.

Richmond, California—Civic Center to cover six city blocks and include city hall, hall of justice, auditorium, recreation center, library, fire alarm building, county building.

Burlington, Ontario—artificial ice arena.

Lucan, Ontario—rink and recreation center.

Pre-School Play Centers in Washington, D. C.—Washington, D. C., has twenty-three pre-school play centers. The total enrollment exceeds a thousand children, and each center averages fifty mothers who serve as volunteer assistants to the paid directors. The mothers are very faithful. Whenever, for any reason, one cannot fulfill her duties, she provides a substitute. The centers are operated for two hours a day, five days a week—some in the morning, some in the afternoon. The children are three and four years old. At five they go to public kindergartens, which are compulsory. School teachers and principals testify that children who have been in the play centers are much better behaved and better prepared for the program of the kindergarten than those who have not been to these centers.

Model Planes for San Francisco—The Army made to the Recreation Department of San Francisco, California, a gift of 50,000 silhouette-type model airplanes. The models cannot be flown but they will serve as patterns for youngsters who want to make planes that will fly. They will serve, too, as a valuable historical exhibit since they include types of planes used in the war by the U. S. Army and Navy, and the German, English, Italian and Japanese air forces. Many of the models will be available for loans to schools and organized clubs.

Story League on the Air—The Golden Gate Story League is part of the Drama section of San Francisco's Recreation Department. One of its current activities is storytelling by radio. The program, broadcast over KFRC, is known as *Story Hour Program.*

Insurance Plan—Milwaukee, Wisconsin, has set up a plan to insure members of teams against financial loss resulting from injuries in games, meets or tournaments scheduled by a public recreation department affiliated with the Wisconsin Recreation Association. The activities in which participants may be insured are badminton, baseball, basketball, gym classes, horseshoes, soccer, softball, skating meets, swimming meets, table tennis, tennis, track meets, volley ball. The premiums range from $.50 for volley ball to $3.00 for soccer.

Ideas from a Servicemen's Center—A recent issue of the *S.M.C. News* published by the Chicago Servicemen Centers is remarkable for the range and variety of activities that make up the weekly recreation diet offered at the Centers. Here are some of the things-to-do listed.

Square dancing
Voice recordings
Listening to music
Song fests
"Horse racing"
Stage shows
Pool and billiard tournaments
Surrealist party
Barnyard carnival
An April Fool's party

From War to Peace—The government in England provided clubs for war workers during the war years. These clubs, having served the purpose for which they were organized, will, nevertheless, be continued in the times of peace. For, wherever possible, they will be used for the benefit of adults as part of local community service.

Educating for Peace—One of the plans now afoot for promoting education for peace is a United Nations Cultural Center. The Center would be set up in Washington, D. C., and would look, it is hoped, toward the establishment of a University of the United Nations. The movement is being backed by the State Department, members of Congress, and many national and civic organizations.

Ceilings Off!—According to *Sports Age* for March 5, 1946, price controls have been removed from a large number of sports clothing and equipment items. Ceilings are off for all equipment items in baseball, basketball, badminton, football, bowling, golf, field and ice hockey, softball, volley ball, soccer, paddle tennis, table tennis, and lawn tennis. This removal of price controls should speed up production of these items but will also mean an increase in their cost.

Archery in Oregon

ONE OF THE MOST COLORFUL of the sixty and more activities programmed by the Bureau of Parks and Public Recreation in Portland, Oregon, is archery. Free instruction is available to the public at a number of the community recreation centers directed by the Bureau. And ye merrie men of England are not the only bow and arrow handlers who have a Sherwood Forest in which to shoot. Portland's noted public recreation plan provides a beautiful field and wooded area which has been given that name. On Sherwood field in Washington Park are held all local, frequently state and northwest, tournament events.

Sherwood field is open to the public daily through the out-of-door months with an instructor on duty much of the time. Instruction and target practice are available also at five centers directed by the park bureau. Some tournament events are held in the Westmoreland recreation area of the city also, but the Sherwood Forest range is the focal point for archery and this area also is provided with wooded trails for shooting at targets which represent animals.

For the quality of their shooting, even though they may not be as great in number as the archers of California and some other states, Oregon archers have been holding their own among the country's foremost bow and arrow marksmen. The state has an imposing list of names of sons and daughters on the championship honor roll.

The Portland Park Bureau schedules its own tourney events, novelty shoots and weekly get-acquainted meets. The city-wide tournament is held in July—this summer it is to be July 28, in Sherwood field. The registration blanks read, "Eligible is any archer who has not qualified in a national, state or northwest meet." Events are planned for junior, senior, boys' and girls' divisions. In the park bureau tourney men compete in the American round events, women and junior men shoot in the Columbia rounds. There are, also, clout shooting and novelty events — relay, balloon and trail shoots.

There is no charge for the instruction directed by the park bureau recreation directors and the department lends its equipment—bows, arrows and targets for the lessons.—*Ruth Strode.*

Center for Detroit

THE FIRST RECREATION BUILDING construction item of the extensive postwar program of the Detroit Department of Parks and Recreation was started Sunday, October 28, when Mayor Edward J. Jeffries, Jr., broke ground for the addition of the gymnasium unit to the Lasky Recreation Center. The structure will cost nearly a quarter of a million dollars and will give the well populated surrounding community one of the finest recreation centers in the country.

The present building is situated on a sixty-six acre playfield which already provides tennis courts, softball and hardball diamonds, football and soccer fields, wading pool and play areas for small children with swings, slides and sand box. With the erection of the gymnasium unit this area will have complete and modern facilities for year-round recreation. The plans call for a combination gymnasium and auditorium, expanded shower and locker rooms, boxing ring, game rooms, and additional club rooms and kitchen.

The present structure was built from salvaged materials and W.P.A. funds back in 1940. It contains a wood-working shop, game rooms and small rooms for club meetings, and office of the building supervisor. The basement has shower and locker rooms for the athletes who use the outdoor facilities.

The present building was planned as the first unit of a major community recreation center with additional wings to be built on later when funds were available. Then came the war and priorities could not be obtained. However, a sum of $170,000, the estimate given by the city engineers, was set aside for the project. At that time the unit could very likely have been built for that amount. When the "go" sign on construction was given, requests for bids were sent out. The lowest bid received was for $242,000 and an additional appropriation will be made to cover the difference.

Speaking at the dedication, Mayor Jeffries said: "There is nothing that the clear thinking people of Detroit can appreciate and enjoy more than community enterprise and community activity to make this a better area in which to live. May you have as much pleasure with it in the future as we have had in planning it for you."

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A Practical Experiment

(Continued from page 187)

Norfolk, incidentally, had been a "fair to middling" town so far as roller skating was concerned, that is in indoor rinks which are so popular in other sections of the country. In any event, about a year ago another rink was built. And, like the other establishment, the afternoons were going to waste. So, again the question presented itself: Why not let the youngsters have it?

Originally, the program was designed as a summer time experiment, but it proved so successful that it was continued through the school year. Today, it is one of the Bureau's most popular programs.

For a time, the Bureau had some Lanham Act funds available with which to pay supervisors and monitors, but eventually this money was exhausted. But this was no problem, for regular staff members, assisted by the manager and rink personnel, have taken care of the supervisory problem nicely. Rink directors select several alert lads each afternoon to serve as floor men. The management, incidentally, accepts any expenses which may arise.

Dividends for the Owner?

"Now just what does the owner get out of it?" you might ask.

Nothing in the way of immediate financial return, but he knows that if he can interest a youngster in skating, he's got a prospective customer in the making. The program hasn't earned for him any publicity worthy of the name, but he'll tell you that, in his studied opinion, it's a sound business proposition looking to future returns.

Incidentally, he will have to wait a long time before he realizes any returns from some of his patrons. He'll take them as young as they come, and many a two-year-old has tried out skates for the first time at one of his rinks. The program is open to all school children through high school. In fact, he'll accept them from the toddling age to eighteen.

This is no one shot a week program, but is carried on four afternoons weekly from 2:30 to 5 o'clock during school terms and from 2 to 5 o'clock in the vacation period.

Many parents accompany their children to the rinks. There are parents, who live at some distance, who make it a point to meet their children at the rink and drive them home. After one visit, they have no concern for Johnny or Mary. They find an orderly group of children circling the huge floors in time with the amplified record music with monitors skirting in and out to keep the skaters from the center where only stunt and fancy skating is allowed.

Program Notes

Each afternoon the program is varied. Youngsters skate singly for a time, then in pairs, and sometimes in trios, but it's diversified enough to keep them interested.

The children become amazingly adept on skates in a short time. If they are beginners there is free instruction available. If they show unusual promise, the "professionals" take them in hand and teach them the finer techniques of the sport.

Quite frequently the "pros" and their students stage an exhibition at one of the schools, all of which have cooperated in publicizing the program. If one of the performers happens to be a member of the student body—and this happens quite often—the exhibition goes over with an especial bang.

This is a practical experiment which demonstrates how a commercial enterprise can cooperate with city recreation officials. The program has

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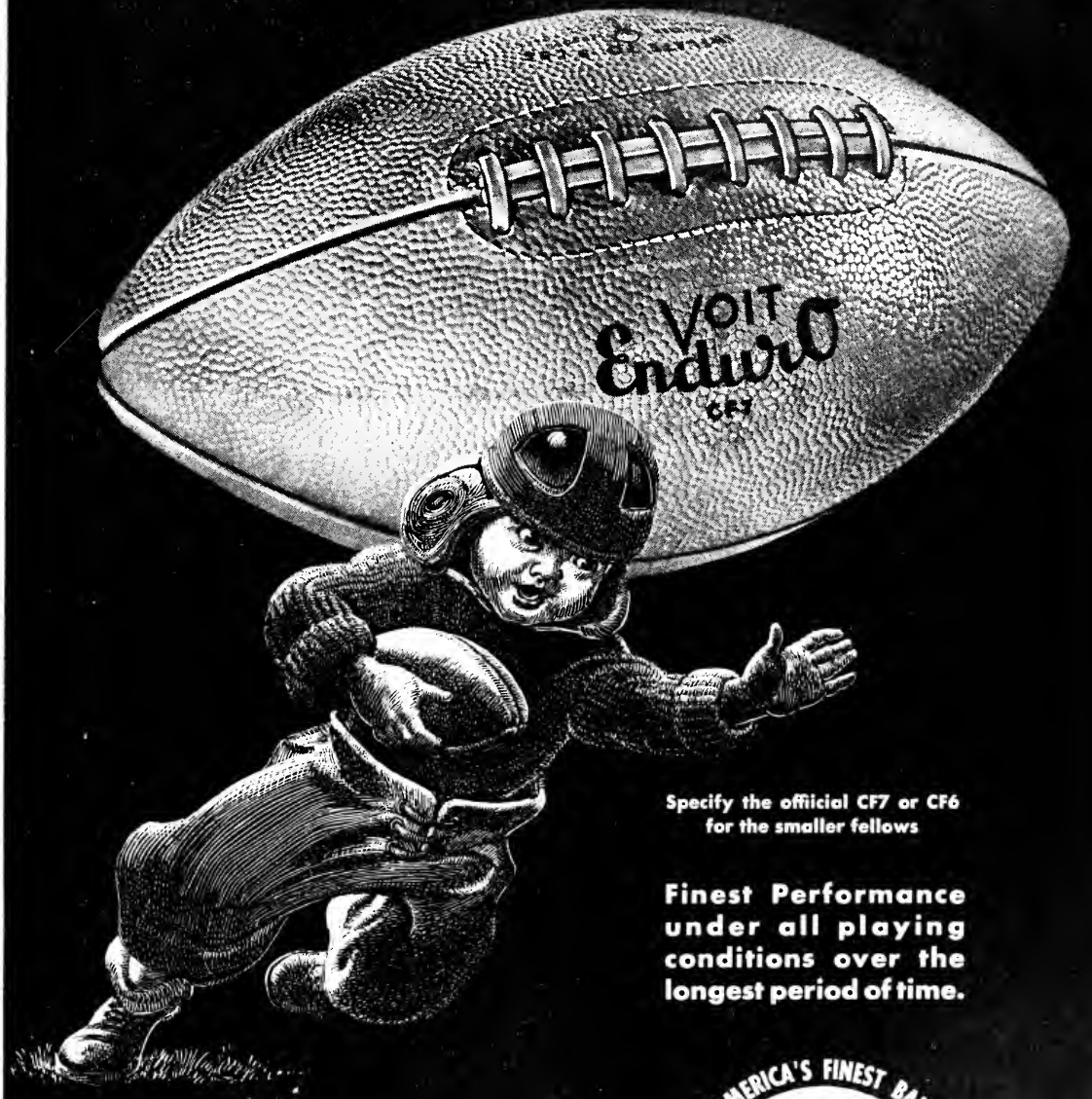

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been underway long enough to test its merits, and all concerned are pleased with the results. It is, so far as can be ascertained, the only one of its kind now extant.

Bob and Bess Find a Hobby

(Continued from page 192)

to eat other shells, and the children learned about the various methods used by these carnivorous shells in getting at their victims. They learned, too, that there were a group of shells that lived on the rocks and ate the moss-like algae that grew there. They saw how the shells, and the animal within each, were adapted to this kind of life.

The Museum Man told them about the many shells that lived in the sand and of how they managed to get their meals without being eaten themselves by Moon Snails and starfish and a host of other enemies. Before they dashed off to see what else they could find the Museum Man told them about beautiful shells that lived on and among the seaweed and some that lived in rocks or in the shells of the abalone. They were astonished to find that there was a group of shells—the octopus, squid, paper-nautilus, and a number of sea-slugs, many of which were very beautifully colored—that were really shells without any shells, or with only a little left of what had once been a shell.

When the day ended the youngsters had learned about drying and mounting seaweed. They knew how to preserve the shells they collected and where to go for fossils. They knew that a marine museum was a place to go for fun and that marine nature study was a hobby that they could enjoy every day.

Play and the Players: 1946 Brand

(Continued from page 202)

They are writing it with the aid of the radio, the movies, the comic strips, the books they read, night clubs, fashions, the fact that they are living in a publicity-mad age. Perhaps our youth need a new Declaration of *Dependence!* Dependence on the conviction that their parents and their teachers might conceivably have some wisdom they could pass along. Certainly they need movies of their own (England has them), less access to sensational newspapers and books, more attractive homes, a wisely-planned campaign to help bring back to them an appreciation of some of the joys of simplicity.

Note: In spite of all this, you love them!

Robert J. Dunham

ROBERT J. DUNHAM has retired as president of the Chicago Park District after 12 years of service. Mr. Dunham has sought to keep the Chicago parks out of politics. It is generally recognized that he has given the parks an honest and businesslike administration, that his leadership has helped in keeping a measure of order in a very difficult situation.

Many throughout the United States follow with interest all that is done by the Chicago Park District. It means much to the park movement throughout the country that men like Robert J. Dunham have been willing to give so generously of their time in this form of public service.

Space for Play

(Continued from page 183)

Yet, when the crowds hit their peak this summer, there is going to be a lot of complaining about crowded roads in the parks, and some people will start yelling for six-lane superhighways so that more and more people can drive faster and faster and see less and less of the marvelous natural scenery for which the parks were created. No superhighways will be built through the parks if I can shout loud enough to prevent it. Bulldozers and steam shovels can do some wonderful things, but I have not seen one yet that can improve on natural beauty.

In our zeal to provide recreation areas for America, we must not forget that our National Parks were created to preserve areas of great natural beauty, not to be slashed into boulevards and airports. They are not Coney Islands. Although they give a great deal of pleasure every year to millions, they are not, in the ordinary sense of the word, "resorts." They are the great outdoor places of America, and they should be kept so.

National Parks are where you find them. Nature has not distributed the areas of national-park caliber evenly over the United States. But everywhere in this country there are open to us, if we have the vision to see and the will to make the effort, areas that can be kept green and beautiful, that should be held as a public trust, in order to give all citizens their rightful opportunity for recreation and healthful outdoor life.—Reprinted by permission from *Holiday,* May, 1946.

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What's Your Hurry?

(Continued from page 201)

had finished plowing the cornfield, he squinted at the setting sun and said serenely, "No, but the land'll be there tomorrow."

His bit of homely philosophy set me to thinking about the permanent values of life—the things that will be there tomorrow. Most of us pursue the temporary interests of our existence so frantically that we have little time to enjoy the everlasting ones. We rush to get waited on in stores, to beat others to a seat on the bus, to keep up with the Joneses. And all the time, unnoticed and unappreciated stretch the eternal verities under our indifferent noses.

The quiet of the night, the steady burning of the stars, the laughter of children, the smile on the face of a friend—these things belong in the *forever* category. So does the love of man for woman, of parent for child, of brother for sister. Hair may turn gray, but family devotion makes us see those we love as perpetually beautiful. It is a stockade within which we are safe against the arrows of the years.

A great deal of our rush is due to a popular misconception about time. We have been brought up on such phrases as "Time marches on." Actually it doesn't. Time stays. *We* march through it. Our clocks are merely man-made devices to divide it into silly little segments. Without them time would still be here, the same yesterday, today and tomorrow.

Here in the country we live closer to the elemental things, and so we soon find that we haven't time to be in a hurry. If we rush along the woodland path we might miss the clump of white everlasting that smells so sweet when tucked among the linens. Hurrying, we could easily fail to notice the tall, dead tree in the heart of the forest that has become a birds' apartment house.

In the general store where cheese and shoes are sold over the same counter, people stop to pass the time of day. They ask if your cough is better, and are your pullets laying yet. There's always time to be kind.

These are the everlasting values.

Perhaps they are our rehearsal for immortality. For now abideth faith, hope and love—but the greatest of these is love. Abideth! In a world of shifting events and changing faces, it is a lovely word. It means to stay, to remain with us.

Yes, Ben, you can sleep peacefully. In the morning, the land will be there—stretched out quietly, waiting for you to finish the plowing.

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Maintenance and Recreation

(Continued from page 195)

houses and pavilions, adequate leadership should be provided and proper instruction given at the time of issuing permits. These group activities should not be the responsibility of the ground custodian.

Both the departments of parks and of recreation have a service to render the public. The one provides facilities and beautiful suroundings while the other provides opportunity for organized leisure time activities under proper leadership. After all is said and done, the function of both departments is very similar and it is advisable that they work together to provide these services to the public. Failure to cooperate with each other and perform their duties as expected may raise the question of whether either has the just right to exist.

Ways of the Bayou Country

(Continued from page 208)

not understand their grandchildren, who speak only English, except through the interpretation of the bi-lingual middle generation. The older folk felt, many of them, cast aside and left behind in a world that had changed too quickly.

But it was to them that the program makers went for material and for ideas. Grandparents found that again they had a contribution to make. Their ways and their customs were valued and wanted and these elderly men and women held their heads a little higher, walked a little straighter, smiled more broadly and more often therefore.

Crafts

The crafts that the elderly members of the communities had learned from their parents had, in many cases, been taught to their children. Some of the crafts were woven about with traditions that had come into Louisiana nearly two centuries earlier. Each child of an Acadian family was given a dowry of blankets handwoven of colored cotton. Acadian men have for generations worn large palmetto hats woven for them by the women in the family. Traditionally, too, each Acadian baby has an elaborate "trousseau" for his christening day.

Naturally enough, some of the women brought their latest handcraft products to one of the assemblies. They showed to others their homespun blankets and quilts worked in the traditional Acadian patterns, their pieces of *macramé* (fine-fringed lace made without needles) and the hats and purses they had woven from palmetto strips.

It is, perhaps, not surprising — though it was certainly gratifying to the craftsmen — that this craftwork proved to be highly marketable. The full sized product is valued for household use or personal wear. Reproductions in miniature, as well as tiny dolls dressed in the traditional Acadian costume, are sold as souvenirs or gifts. The extra money that such sales have brought to housewives has been spent on "luxuries" ranging from a permanent wave to a statue for the local church.

New skills are being built among the Acadians on these familiar foundations. The knowledge of weaving for so long confined to blankets is being applied to curtains and carpets, bags and slippers and lapel ornaments made on the traditional looms. Palmetto strips and the skill that worked them into hats go now into hat bags and hand bags and baskets and ornaments and into "stylish" hats to fit the current fancy of the ladies. Fine needlework need not be saved exclusively for christening robes. It is appreciated, too, by people in search of fine baby clothes of all kinds in the cities.

All these crafts are time consuming. It takes one person six hours to braid enough palmetto for a lady's purse, four women four days to weave a cotton blanket. The workers on the Louisiana State University's Acadian Handcraft Project are seeking ways to speed these processes somewhat without destroying their craft characteristics. When they have achieved this goal they will have added meaning to the second part of their aim, "To preserve as a culture, the traditional crafts of our Acadian ancestors and find a market for crafts produced."

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Playing with Nature

(Continued from page 184)

feeding when they found it. They discovered, too, that not all insects were "vegetable" eaters. Crickets wanted fruit; flies, meat; spiders, other insects; and butterflies and bees, sugar and water or honey.

After the "big game" hunt was over the children made, in craft classes, decorated circus cages for showing their captives on circus day.

Group Activities

Camp Fire girls laid a nature trail in the famous Minnehaha Falls Park. After surveying the trails, they carefully made notes on the trees, shrubs, wild flowers, and rocks they wished to mark. A week later, they printed the trail markers and at the next meeting the signs were placed on the trail. Over sixty varieties of plant life were identified by the girls.

Girl Scouts conducted a day camp at Riverside Park, near the Mississippi River where the Park Board naturalist met with them. Here the girls explored one of Mother Nature's closets—a limestone quarry—and found *real* skeletons there—fossils. The girls discovered shellfish (brachiopods and pelecypods), Sea Lily stems (crinoids), cup corals, snails (gastropods and cephalopods), Bryozoans (moss-like animals), and an extinct fossil, the Trilobite.

The youngsters who learned nature through play this summer know that Mother Nature "invented" a parachute long before man did (they

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love to play with the dandelion "umbrellas"); they know a dragonfly is not a "sewing needle" (in fact they suggested after looking at the streamlined body resembling a plane that "perhaps that's where man got his idea to fly"); they know they can make little baskets and doll furniture out of the sticky burs of the burdock; they recognize poison ivy for "leaflets three, let it be"; and they know where to find the odd brownish-red hoods of the first queer flower of the spring—the Skunk Cabbage.

Adult Program

Adults were included in the Minneapolis summer recreation activities. "Do you know the familiar birds, insects, flowers, trees, rocks and fossils of your Minnehaha Park? If not, join the naturalist-conducted hikes on Fridays." Such an invitation was extended to them. Weekly evening nature hikes were scheduled in Minnehaha Park. The group followed the Minnehaha Creek from the Falls to the Mississippi River, observing the flora, fauna, geology and fossils en route.

An outdoor, evening, nature campfire program held in Loring Park was patterned after the naturalist-conducted campfire programs of the National Parks. A "Songburst" accompanied by an accordionist started the program. At dark, a botanist-photographer showed his colored kodachrome slides of "Wild Flowers of the Minneapolis Parks." A blazing campfire burned near by throughout the program.

It is estimated that 4,337 persons participated in the nature activities conducted in Minneapolis parks in the summer of 1945. An additional 610 spectators were counted, the majority of them observing the program of the Nature-Venture Clubs. Youngsters and oldsters alike are looking forward to the summer of 1946 and the further opportunity to know their nature surroundings at first hand.

A City Goes to Town

(Continued from page 198)

woodwork, leather work, modeling, painting and sketching.

Regular baseball and softball leagues were maintained throughout the summer. These leagues were so organized and graded that teams for boys of all ages were provided. The games began at nine o'clock in the morning and lasted all day. Basketball, volley ball, tennis and swimming were also provided for the boys. Softball, swimming, volley ball, tennis and other outdoor games were provided for the girls. The committee has planned to extend the recreation program thoughout the entire year for those for whom no regular recreation is provided in the daily school schedule.

A Cooperative Program

Practically every organization in the community was involved almost from the introduction of the recreation program. The Board of Education realized the educational value of the plan and quickly offered the advantages of the public school facilities to the Committee. Centers were established at grade schools and their grounds were used for athletic fields. The gymnasiums were opened for use as was the manual training shop of the junior high school. A competent teacher of manual training was placed in charge of the shop. The only requirement the board made was that the shop should be put in shape for the opening of school in the fall. The Board of Education furnished all lumber for the shop work with the exception of the higher grade lumber for furniture making. All utilities were furnished by the Board.

The parochial schools opened their facilities for the use of the children and were as much a part of the plan as were the public schools.

The public library provided all books for recreational and scientific reading. Books at each center were changed regularly so that the children and adults would have opportunity to select the type of book they liked best.

The shoe factory in the city furnished scrap leather without cost to the centers that conducted leather work.

The program focused the attention of the city council on the fact that the city park situation needed attention. After the recreation program was started a new Park Board was created and two new parks were purchased for a sum of

$30,000. These parks were paid for in three years without an increase in city taxes. In addition to this, the parks already in existence have been improved. New park benches, tables, fireplaces, playground equipment and other facilities have been placed in the parks.

Plans for the Future

Many other plans for future improvements have been started. The City Planning Committee looks toward the building of two new swimming pools. The old swimming pool is inadequate and unsanitary. At one park the Committee has asked for a new building for a community center and a swimming pool at a cost of $350,000. A second pool at another park has been planned at a cost of $350,000. The plans call further for the improvement of the old ball park — for new bleachers and grandstand with showers and dressing rooms for the players. This will cost $750,000. Two other parks are scheduled to be improved at an expenditure of approximately $650,000. This intense interest in the development of parks and swimming pools was the direct result of the recreation program. The city authorities realized the future possibilities and planned this development program which, extended over many years, will cost $2,150,000.

Opinions of the Program

A talk with individual citizens of Jefferson City reveals the extent to which the people have become recreation conscious. The plans to develop proper centers as outlined above point to this fact. The Planning Committee has outlined a far reaching program that, if successfully carried out in the future, will make this city one of the most progressive in recreation of any city in the mid-west.

Furthermore, the officials of the county and city are convinced that juvenile delinquency has been reduced largely by organized recreation although it is difficult to tell what number of delinquents would have existed had there been no organized program for the children. Both the Chief of Police and the County Sheriff praise the program highly. The Superintendent of Schools, president of the Parent-Teachers Association, commander of the American Legion, a bank president, members of the Ministerial Association, the mayor and other leaders endorse the activities and are sure that guided recreation has solved many problems of the city.

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Recreation for a District

(Continued from page 212)

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A day camp to accommodate children from the fourteen communities of the district.

Lights for evening play at two centers.

A playfield of 12 to 20 acres.

Encouragement of plans for the development of some 2,000 acres known as the Grass Valley area.

Bowling greens, boccie courts, archery ranges, and a battery of horseshoe courts.

An additional playground of not less than two acres.

A civic center to provide for multiple use recreation and include a museum.

During the short period of seven months time the Hayward Area Recreation District has proven itself a successful project. It is being judged by other California communities as a practical governmental means of meeting the recreation needs of urban and rural areas.

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Get in the Swim This Summer

(Continued from page 210)

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20 or 25 yard breaststroke
80 yard freestyle relay
60 yard medley relay
Lowboard diving
Novelty races, e.g. spoon and egg

Intermediates

50 yards freestyle
50 yards backstroke
50 yards breaststroke
100 yards freestyle relay
75 yard medley relay
Lowboard diving
Novelty events, such as candle race and other stunts

Seniors

100 yards freestyle
100 yards backstroke
100 yards breaststroke
200 yards freestyle relay
Medley relay
220 yards freestyle
Low and high board diving (1 and 3 meter boards)

Officials usually include a starter, clerk of the course, scorer, referee, judges, timers, and inspectors. Useful equipment includes a megaphone or PA system, rope lanes supported by cork, clerk's table, stopwatches, flash-cards for diving points.

Special events during the season, such as underwater swims for distance or plunge for distance, add a fillip to the regular meet programs. Marathon adaptations are helpful in maintaining interest of those who want a day-by-day program. Call your marathon a swim around the city if you like, and set a limit, such as half a mile a day to be covered each day for a given number of days. At the close of the period announce the names of those who swam "around the city." Many versions of this kind of event are possible.

There are many possibilities for your swimming program—and many groups ready to help you. Certainly, you'll want to consult your health authorities to be sure that your town swims for health, your Red Cross so that you swim safely, and your A.A.U. and other groups who can help you plan your swimming for fun program.

Swim for Health, Swim for Safety, and Swim for Fun. But get in the swim this summer.

Living Memorial in Brownsville, Vermont

RESIDENTS OF THE VILLAGE of Brownsville in West Windsor were among the first in Vermont to follow a movement inaugurated by the National Garden Club of America. They are building, with their own hands, a living tribute to the memory of those sons and brothers who left the beautiful valley and hilltops of Brownsville to journey to the far corners of the earth.

For a memorial they chose a project which would beautify their village, bring happiness to the hearts of many and, in generations to come, live on as a tribute to those who fought in World War II. They chose to make a garden spot for Brownsville.

The spot itself was easily available. They selected a plot of land which was run down and overgrown with weeds. The question was how to get the work done. For Brownsville was a small village. Its population numbered only about 200. There was, those 200 thought, little chance for raising enough money to make the kind of memorial they had set their hearts on. But, if they had but little money they were rich in other things equally valuable in bringing into being a place to mark the memory of their good neighbors. They were rich in good will, in strong bodies, in soaring imaginations, in hands willing and eager to do the job.

So the 200 people of Brownsville set to work. They planned two old-fashioned work bees. Nearly every able-bodied member of the community turned out—ready for work—on one or the other of the occasions. Busy farmers and business men came with their trucks and their tools. Children brought cutting tools and rakes to cut the weeds and clear the land of brush and stones. Women came with their cooking utensils and the food to make and serve a hot meal. Everybody brought eagerness to the task and merriment in the job they had set themselves.

The committee in charge of the arrangements asked the aid and cooperation of the Home Bureau

of Montpelier. That organization sent a landscape gardener to Brownsville. She surveyed the chosen scene and offered many valuable suggestions for its use.

When the land had been cleared there were laid bare the remnants of two old stone walls on different levels. These served as the starting point for laying out the space. They were lengthened and steps were built to the lower level. One citizen hauled stones all day long in his truck. Others took the stones and put them in place. Another, with her great knowledge of plant life and her gift of organization, was ready at all times to offer worthwhile suggestions and services.

Two men made plans for building a lily pond as soon as spring released the soil from its ice. Two boys designed a rustic bridge which will span the pond. An outdoor grill and picnic tables were included in the final plans. The old sheds behind the church, too, will be broken down and the land they occupied will be graded and made into a drive and an adequate parking space.

Day long during one of the bees the children gathered brush and placed it in great piles for burning. The larger pieces of wood, those suitable for kindling, they set aside and carried to various homes in the village to be used for firewood.

This is a real community project, one in which the burden is shared by all those who live in the town and are anxious to create a beautiful and lasting memorial. The initial work was done in the fall and winter. When it was finished, the townsfolk sat back to wait eagerly for the great day of spring planting, sign and symbol that the time had come when the work on the memorial can go forward—when they can turn out again in their community strength for another bee. Theirs is, in more ways than one a living memorial, for their generous and intelligent cooperation is an inspiration which gives special meaning and significance to the job they have set out to do.

A Living Memorial for George Washington

(Continued from page 197)

They felt that the destruction of the historic building would be a great mistake—to say the least—that if it were destroyed "posterity of . . . Britain and America would surely condemn this present generation as soulless vandals." They felt that the building should rather be restored, to stand as a memorial and a reminder of the common history and the close links that bind America and Britain. So it was that a Citizens Committee was formed. Members included the schoolmaster, the town clerk, the parson. They and their friends collected enough money to buy the property and to make first aid repairs.

They see the Washington Old Hall as a memorial to the common history of two peoples. But their notion of a memorial is not a dull and useless museum piece, not a dead affair of masonry and wood. They see the eight large rooms and the grounds repaired and remodeled for the good use of the people of this Durham village — for the Child Welfare Centre, the Girls' Homecraft Club, the Social Centre for the Unemployed, the Village Community Players, the Old Men's Retreat, the Women's Institute and all the other community groups which now have no suitable home of their own.

This surely is a fitting thing—that citizens of the place from which George Washington derived his name should seek as a memorial to him a com-

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munity center, designed to insure the continuing growth of that way of life to which the two countries he served are devoted.

Report from New Orleans

NEW ORLEANS, like most progressive cities, is keenly interested in expanding its recreation system. With 33 playgrounds in operation plans are under way to provide four more, for the use of Negro groups. When these are completed, New Orleans will boast of 31 playgrounds for white children and six for Negroes, 37 in all. However, our objective is for 50 playgrounds, 40 for white and 10 for colored children, and we are not going to stop until the goal is reached!

Water Activities

New Orleans is also fortunate in its swimming pools. There are seven pools, six for white and one for colored children. Plans were under way for another pool for Negroes, but manpower shortage coupled with material shortage, forced the abandonment of the project for the time being. We hope that things will shape up soon so that the colored children may have this additional pool which is so badly needed.

New Orleans has, in conjunction with its system, 17 wading pools measuring approximately 20 by 40 feet, one foot deep. Of this total three are for colored children.

During the war New Orleans carried on to the best of its ability and now that our boys are returning, we are looking forward to a big revival in all activities. One of the troublesome things during the war was manpower for the swimming pools. With the help of the local chapter of the Red Cross we were able to get young high school students to substitute for adults and they did a fine job. We hope that this year (1946) will find us in better shape to handle our swimming activities.

Athletics

We carry on a strong athletic program. Each season has its sports and all of our leagues, tournaments and games are well patronized by both spectators and participants. Thousands of our youngsters take part in basketball, softball, paddle tennis, track and field meets, swimming meets, marble tournaments, horseshoe pitching, and many other activities. Everybody wants to engage in wholesome sport and New Orleans is "doing itself proud." We pride ourselves on the fact that our athletic program compares favorably with that of any big university or athletic club. All games are played according to rules as are those of the major sports organizations.

Reports from the Center

At one center, the visitor gets an "eyeful." Here, in this small center, are held weddings, parties, showers, dances and what have you. The old folks, ranging in age from 60 to 90 years use the center for their activities.

At a center on the west bank of the Mississippi River activities are buzzing. Here the director has his hands full with the organization of the Teen-age Canteen which is proving very successful. More than 250 youngsters are enrolled. Besides this teen-age group activity, the center is also the home of a Little Theater where many fine plays are presented by the Behrman Memorial Players under the direction of an old-time Broadway actor who knows his drama. Of course, besides this there are other activities such as sports, basketball, volley ball, softball and gymnastics. During the war the Navy took over the center, which is located across from the Naval Repair Base. However, plans are on foot now to turn the building back to the Playgrounds Commission.

Toward the Future

Outdoor picnics, which were very popular before the war, were discontinued because of the trans-

Recreation

Viewed in the Magazine, *Holiday*

"TO GET MORE sheer living out of life itself"
"To scout into the fields of romance and adventure"
"If you want to fly over the rainbow"
"We will try to tell you the fun that can be discovered in your own backyard"
"Where the interesting things are"
"Making life worth while"
"This new postwar world, a world in which recreation will be more important to everyone than ever before, more important in this busier world of new stresses and strains because more and more doctors are prescribing escape and . . . fun"
"To serve this fascinating world of tomorrow"

—From a single page of *Holiday*, March, 1946
Reprinted by permission

portation problem. They will be back this fall.

When Mrs. Olive A. Stallings, President of the Playground Commission from 1911 to the time of her death, died five years ago, she left a legacy to the Playgrounds Commission amounting to more than $100,000 and plans will soon be formulated for an extensive program to provide additional facilities.

—*L. di Benedetto*

The Pioneer Spirit—Georgia Style

IS A GAME PRESERVE on private lands within the reach of modest landowners?

It depends—on them.

When a group of Georgia farmers approached the state conservation official with a request for help in establishing a game preserve on their own land, the official was ready with the discouraging explanation he and other game authorities had presented time and again to aspiring hunters. These farmers looked determined—but so had others who came to the Game Commission office and who, after hearing the steps they themselves must take before the Commission could help them, left disconsolately with their stillborn hopes of a fish and game project.

Not so the men from Paulding County. They just reckoned that with a little help from the Game Commission they could have as good hunting in their county as anyone anywhere, they'd considered the proposition from all angles—and there they were to present their case.

Deer require a lot of land, began the conservation official. We—ll, the Paulding Club had 192,000 acres.

But all the landowners must sign an agreement to put the land in a game preserve until the deer and turkeys are established. Out of a weathered jacket pocket came a paper crudely but firmly pledging the landowners to allow no hunting of any kind for five years, to help prevent forest fires and to give the Game and Fish Commission and the owners full jurisdiction.

A map showing ownership, roads, streams and cultivated land? There it was, neatly and accurately drawn up, with the help of the county agent.

So far so good—but unfortunately the Commission had no money to purchase deer for private lands. The practical farmers took that hurdle easily. They'd canvassed the county and raised $1,300 to buy deer and turkeys.

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Nor did they expect the state to furnish rangers. Five of the landowners were willing to serve without pay as deputy game wardens.

The Game Commission official capitulated.

Several days later the men purchased 25 deer and turned them onto the tract. They bought 100 wild turkey eggs and hatched them in an incubator. All laboring arduously in a common cause, the farmers rid 300 square miles of wildcats, skunks, foxes and opossums.

After the deer and turkeys had been given their start the Game Commission was approached for trout. Doubtful that these cold-water fish would survive in the streams of Paulding County, the Commission nevertheless gave the persistent Club members 20,000 rainbow trout for experimental purposes. The men, aided by the county agent, had taken temperature readings of three creeks every week the summer before, and *they* were not surprised that the fingerlings flourished in the clear, cool streams running out of the foothills.

Luck? Oh, no. These men planned and worked

and pulled together to fulfill the dream of a game preserve that would bring happy hours in the years to come.—Adapted from "Christmas Buck," by *Charles N. Elliott,* published in *American Forests,* December 1945. The adaptation was made with the permission of the author and publishers.

Motion Pictures and American Culture

(Dr. Eastman, widely known as a constructive critic of motion pictures, is Professor of Biography and Drama in the Federated Theological Faculty of the University of Chicago and author of *Plays of American Life, Men of Power, Books That Have Shaped the World.*)

COMMERCIAL MOTION PICTURES are produced for entertainment. But while they entertain they also educate for better or worse. During the two or three hours we spend in a theater, we sit under the spell of the most powerful educational instrument ever invented — an instrument which not only entertains us but shapes our minds, stirs our emotions and affects our ideas about life, our patterns of conduct and our character values. That's why the movies are the concern of educators, ministers and all others interested in the future of mankind.

When the picture is of the quality of "The Lost Weekend," "Our Vines Have Tender Grapes," "Madame Curie," "The Song of Bernadette," "Holy Matrimony" or "Lost Angel," the effects are constructive. When the picture is steeped in sentimentality, glorifies the acquisitive instincts, or inculcates false views of life, the effects are destructive. During the past year, not more than 5 *percent* of the pictures could be classed as excellent. When we consider that the average attendance in motion picture theaters in this country is about 85,000,000 per week—or more than double the attendance in all our churches, Catholic, Protestant and Jewish, we realize that more people will see the next picture featuring any popular movie star than have seen Shakespeare's "Hamlet" on the stage since "Hamlet" was written.

The battle for decency in motion pictures has been won. But decency is not enough; it means only the absence of dirt. A picture can be decent and still be inane, stupid and worthless. We want something more positive. We want honest pictures —honest about the struggles of our daily lives. We want pictures that help us not to escape from life but to understand it. We want pictures that neither misrepresent us to the other peoples of the world nor misrepresent them to us. We want pictures with some touch of greatness, strong in characterization, in imagination, and in humor. Such pictures will have both entertainment quality and educational value.

Censorship will not bring us such pictures. Political censorship is always dangerous to the liberties of a free people. But there is another kind of censorship quite as bad—it is commercial censorship. That's the kind that makes the only criterion for success the net financial profit, not what a writer, or an actor, or a director can contribute to the welfare of the people as a whole, but how much money his name can earn for the profits of a few. That kind of censorship—commercial—stifles the artist and robs the public.

How then are we going to get pictures of higher quality to serve our postwar entertainment and educational needs? The answers sift down to these: First, we can select our own pictures—and we can help our children select their pictures—with more care, patronizing the best and boycotting the rest. Second, we can introduce into more of our schools classes in motion picture discrimination so that young people will build up in their own minds inner tribunals by which they can judge intelligently the quality of the writing, the acting, the photography and the direction of a picture. Third, we can have a wider discussion in magazines and public forums to acquaint the people with the social issues involved in the motion picture situation. Fourth, the producers can help greatly if they will serve not only the 16,000 American theaters with 35 mm. films but also provide 16 mm. films (under whatever restrictions are necessary to protect the interest of theater owners) for some 150,000 schools and churches that need to utilize the powerful medium of motion pictures in their educational work. The producers proved that they could provide such pictures for the Army and Navy training programs. A still wider field awaits them in peace times.

Underlying these proposals is the earnest desire that the producers may become increasingly the allies of our homes and schools and churches in our common task of building a better country and a better world.—*Fred Eastman.*

Reprinted from *Motion Picture Letter,* April 1946.

Music Festival

EVERYONE INTERESTED in the progress of fine music as a concern of the many rather than the possession of the few will rejoice at the revival on its prewar basis of the famous Cincinnati May Music Festival, held annually in that city since 1873. In the war years there were necessarily curtailments, but these were more than compensated for at the "Victory Festival."

The chief attraction was, as always, the great May Festival Chorus, which has presented many of the noblest works of Bach, Handel, Beethoven, and other composers. In the early years of the Festival the vocal ensemble was formed by combining various singing societies, but as the program became more ambitious that method was abandoned in favor of a permanent membership organization.

A large children's chorus has shared honors with the adult singers from the beginning of the Festival and have graduated from simple songs learned in school to the performance of the best music suited to child voices. The youngsters respond eagerly to the good leadership which is provided, and have won a high place in the affection and regard of the great audiences which fill Music Hall to overflowing at each program of the Festival series. A new feature this year was a chorus from the high schools, so that all ages will be more adequately represented.

Musical Director of the Festival for the eighth time this year is Eugene Goosens. He is one of a line of famous conductors who have held this office since the pioneer days of Theodore Thomas. The soloists, too, have been of stellar rank, and are so again this spring. But the backbone of the Festival is the participation of the great numbers of Cincinnati's people who love to join in the production of good music and who find in it a stimulating and richly satisfying form of recreation. Often two, and even three, generations of the same family have members in the chorus.

A custom for helping with the expense of the Festival is an auction sale of seats a few weeks in advance of the opening date. It is not really seats which are sold in this way but rather priority in the choice of a certain number of season tickets. Each year the bidding nets a substantial sum toward defraying costs.

Joy In a Hobby

By SIMON S. PALESTRANT

NOT LONG AGO, while I was helping a recuperating G.I. to putter about in an Army Base Hospital workshop, I heard him say that it was fun to make things. Heretofore he had worked on a farm and for recreation had gone out with the crowd and made "plenty of noise" as he described it, and called it fun. But now, when he got home he said he planned to find some craft and take it up as a hobby. For that was now his idea of fun. It was a sad commentary on a life, that a man passed through one half of it before he found this out.

I got interested in hobbies when my Dad gave me some of his castoff tools. Watching Dad putter about the house, I felt the urge to own, to repair, to imagine, to create. It has made me the chief gadgeteer in my community.

From the time I was a boy I have followed many hobbies, until now one might call me a Jack-hobbyist. Essentially, I seek pleasure in creating and re-creating. Some of my hobbies have been

In Peace as in War

PARK CIRCLE USO, North Charleston, South Carolina, operated by the National Board of the Young Women's Christian Association as an industrial military designation terminated its activities February 26. The building, a Federal, A-type recreation structure was purchased by the Cooper River Park and Playground Commission under the direction of Mr. Daniel Jones. Activities started by the USO and the general programs other than military will be continued under the direction of USO. During wartime and following the declaration of peace, the following civilian organizations were among those which used Park Circle as a general meeting place.

Girl Scouts	Naval Shop Planners Union
Golden Glove	Woodmen of the World
Paper Makers Union	Jaycees
American Legion	Veterans of Foreign Wars
Iron Moulders Union	Painters Local Union

These organizations continue to use the building.

A teen-age club was started by the USO with the aid of the Parent-Teacher Association. The club has a membership of over 200 teen-age boys and girls who meet at Park Circle every Saturday night as well as during the day. The teen-age club is also continuing with the professional leadership of the local Y.W.C.A., sponsored by the P.T.A. Council. The Junior Hostess organization has become a girls' club sponsored by the local Y.W.C.A. USO staff members worked several months with the director of the Park and Playground Commission dovetailing activities, so that there will be no noticeable break when USO leaves the community.—*Elizabeth Dickey.*

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relegated to the limbo of the past while I still indulge in a dozen or so other hobbies, concurrently and alternately.

For instance, at one time, I sketched and painted, my training previously having been scientific and mechanical, and then I tried my hand professionally at it. I reached the status of "commercial artist." Then metal craft fascinated me. I scraped and dug through tons of texts and designs and techniques. This research carried me into allied crafts of wood, leather, plastics, textiles and ceramics. I have created as amateur and professional in each of these fields, even to the extent of inventing special techniques and tools to use. The mountainous notes I gathered, gradually crystallized into articles since published in various trade and technical magazines. In connection with some of these projects, I indulged in photography. This, now, is my most absorbing hobby, though cartooning, craftwork or sketching often claims my spare time.

The most satisfying use to which I've put my knowledge of hobbies was to work with returning veterans at an Army hospital as a recreational therapist. It was a fruition of hopes and plans that had long sought a grand realization.

Teaching craftwork at camps, recreation centers, hospitals, and in Sunday schools has made me appreciate that life could be an interesting hobby in itself. It has brought me in contact with people of all ages, means, creeds and races and has tended to keep life fresh for me as well as adventurous. To my mind, only a person with a hobby is living life fully. That is why I feel it is of the utmost importance for parents to encourage their children to discover hobbies. — Reprinted by permission from *Parents' Magazine,* April 1946.

Vermont's Swimming Program

"SWIMMING WITH A PURPOSE" has taken on a new meaning in Vermont because of the Water Safety Institute held last summer from July 9-14.

It came about as a result of a study which showed inadequate provision for water safety instruction in many communities. The result was the Institute conducted by the American Red Cross Water Safety Field Staff and organized by the Vermont Director of Recreation. Local Red Cross Chapters and local recreation committees cooperated, and sixteen communities registered 33 young people, 23 of whom completed the week's course.

The Burlington Park and Recreation Department arranged for the use of their facilities at Burlington's North Beach on Lake Champlain. The Lodge served as headquarters for meals and seminars, and tents were set up for those attending. The Superintendent of Parks and Recreation arranged for bountiful breakfasts at cost, while the Canteen Corps of the Chittenden County Chapter of the Red Cross served the lunches. The cost for the two meals was $1.00 or $1.10. For those wishing to provide their own meals, fireplaces and picnic sites were made available. The registration fee was $1.00.

"We are face to face with the biggest boom in recreation the world has ever seen."
—*Harold L. Ickes.* (See "Space for Play" in this issue.)

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Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, May-June 1946
Some Aspects of Post-War Golf Course Maintenance, George B. Caskey
Light for the Community Playfield, R. J. Swackhamer
Organizing Recreation in a Small Community, D. B. Dyer
Use of State Parks During War Time

The Camp Fire Girl, June 1946
Summer Fun—Homespun, Helen S. Spencer
Join Hands and Dance! Walter Terry

Public Management, May 1946
Relation of City Manager to Independent Boards and Offices

Minnesota Municipalities, May 1946
Recreation in Minnesota Communities, Gerald B. Fitzgerald

Camping Magazine, April 1946
Over a Million Camping Days for the Children of Greece, Catherine T. Hammett
Junior Goes to Camp, S. Theodore Woal
Camping in Michigan—Next Steps of Kellogg Foundation, Hugh B. Masters
Making the Most of Your Insurance, Michael Levy

Magazine Digest, June 1946
There Are No Idle Hours in Milwaukee, Ben Blake

Journal of Health and Physical Education, May 1946
Sports for the Handicapped, Lt. Comdr. J. M. Beam
A Pupil-Directed Playground, H. Louise Cottrell

Hygeia, June 1946
Toys Children Prefer, Lois Kyper Ide

Scholastic Coach, May 1946
Emotional Problems in Athletics, John G. Freudenberger

Holiday, June 1946
Look Again, Dorothy Thompson
Vinegar, Mustard, Pepper! Maria Caporale
Village of Stars, Francis X. Martinez

The Lion, May 1946
Packing Them In, William H. Moran, Jr.

The National Elementary Principal, June 1946
The Play School and Its Program, Rowena M. Shoemaker and Doris L. Bock

George Williams College Bulletin, May 15, 1946
Learnings from the War Experience, H. D. Edgren

PAMPHLETS

The Rural South — A Reading Guide for Community Leaders
The Southern Rural Life Council, George Peabody College for Teachers, Nashville 4, Tennessee

Children's Theatre Catalogue
Association of Junior Leagues of America, Inc., The Waldorf Astoria, New York 22, New York

Becoming What They Will Be
Youth Agency—Labor Union Cooperation
Associated Youth Serving Organizations, Inc., 134 East 56th Street, New York 22, New York

New Publications in the Leisure Time Field

Three Aids to the Craftsman

GENERAL SHOP WOODWORKING, by Verne C. Fryklund and Armand J. LaBerge. McKnight and McKnight, Publishers, Bloomington, Illinois. $.80.

GENERAL LEATHERCRAFT, by Raymond Cherry. McKnight and McKnight, Publishers, Bloomington, Illinois. $1.20.

GENERAL PLASTICS, by Raymond Cherry. McKnight and McKnight, Publishers, Bloomington, Illinois. $1.20.

HERE ARE THREE BOOKS which, though they are not new, may have escaped the attention of craft leaders. They are well worth adding to the craft library — for their general information about the crafts they discuss, for their clear instructions and excellent illustrations, for the designs and patterns included, and for the high standard of finished product illustrated. Recommended.

Introduction to Exceptional Children

By Harry J. Baker, Ph.D. The Macmillan Company, New York. $3.50.

CHILDREN WHO, because of physical or nervous handicaps, educational retardation, sub-normal intelligence or unusually high mental gifts, are classified as exceptional need exceptional handling in their formative years. *Introduction to Exceptional Children* undertakes to point out some of the things that anyone who is apt to come in contact with such youngsters should know. Though the book is aimed primarily at teachers and teachers-to-be, it should also be valuable as a reference for many other classes of people who deal with young people.

Leisure Time Education

By Anna May Jones. Harper and Brothers, New York. $2.25.

THIS PUBLICATION is a guide to teachers and group leaders in helping students discover special interests and develop skills and attitudes for the enjoyment of their leisure hours, in revealing leisure time opportunities in the school and community and in aiding students in selecting and developing suitable hobbies and talents.

Miss Jones has made a valuable contribution to the literature in the leisure time field through her forty-four outlines for discussion of topics related to various aspects of leisure. Each of the outlines indicates its aim, preparation suggested, suggestions for students' discussion, desirable procedures, suggested activities and references to appropriate literature. Although related primarily to students, this outline should be exceedingly helpful to any group in preparing a series of discussion meetings in the field of recreation.

Elsewhere in the volume, Miss Jones points out the relationship of leisure time education to the school curriculum, offers suggestions for the development of hobbies and talents, and outlines the possibility of after-school programs. Especially valuable is the section relating to leisure time education and the community. Methods of individual guidance in the selection of leisure time activities and methods of administering and evaluating leisure time programs are suggested. The volume includes a comprehensive and up-to-date bibliography.

Fundamentals of Wood Working

By Harry C. Helfman. MSR Publishers, Inc., New York. $1.

HERE IS A PICTURE-TEXT BOOK for the beginning craftsman. According to the foreword the projects described "were all worked out with groups of different age levels," and are "planned so that the reader may start with a simple project and gradually go on to more difficult ones as his skill improves with practice." As each project increases in difficulty so do the tools required, so that a description of the tools and of how to use them serves as a springboard to each new activity.

Adventures in Thrift

By Harry C. McKown. School Activities Publishing Co., Topeka, Kansas. $2.

THE PURPOSE OF THIS BOOK is to suggest a program of discussions on thrift in its many aspects to be used in schools or in club meetings. The material is presented in the form of discussions in imaginary groups made up of boys and girls and led by an adult. The data for discussion is non-technical, geared to the experience of youngsters.

Life in Montana

Prepared by the Montana Study of the University of Montana. Montana State University, Missoula, Montana.

THIS IS THE FIRST PART of a two-part study plan to be used by study groups interested in life in small communities of Montana. The course is set up in ten sections dealing with regional, economic, social and cultural problems of the small community. The community taken as a basis for study is Lonepine.

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MRS. THOMAS A. EDISON, West Orange, N. J.
ROBERT GARRETT, Baltimore, Md.
ROBERT GRANT, 3rd, Jericho, L. I., N. Y.
AUSTIN E. GRIFFITHS, Seattle, Wash.
MRS. NORMAN HARROWER, Fitchburg, Mass.
MRS. MELVILLE H. HASKELL, Tuscon, Ariz.
MRS. CHARLES V. HICKOX, Michigan City, Ind.
MRS. JOHN D. JAMESON, Sugar Hill, N. H.
GUSTAVUS T. KIRBY, New York, N. Y.
H. McK. LANDON, Indianapolis, Ind.
SUSAN M. LEE, Boston, Mass.
OTTO T. MALLERY, Philadelphia, Pa.
CARL E. MILLIKEN, Augusta, Me.
MRS. SIGMUND STERN, San Francisco, Calif.
J. C. WALSH, New York, N. Y.
FREDERICK M. WARBURG, New York, N. Y.
JOHN G. WINANT, Concord, N. H.
STANLEY WOODWARD, Washington, D. C.

Why Do We Linger?

WHY do we linger?
Why do we wait?

There are songs to be sung,
Dances to be danced,
Wood to be carved,
Birds to be watched,

Without much money,
Without much price.

Why do we linger?
Why do we wait?

There's no charge for singing,
For dancing,
For carving,
For watching the birds.

There's no price tag on living.

The savage in the woods,
The nomad in the desert,
Thinks little in terms of money,
Rather what has value for life
For today and all days.

Silver and gold and bank notes
Can never buy
Life,
Nor songs of joy,
Nor dancing feet,
Nor deep contentment.
Comradeship is not purchased over a counter.

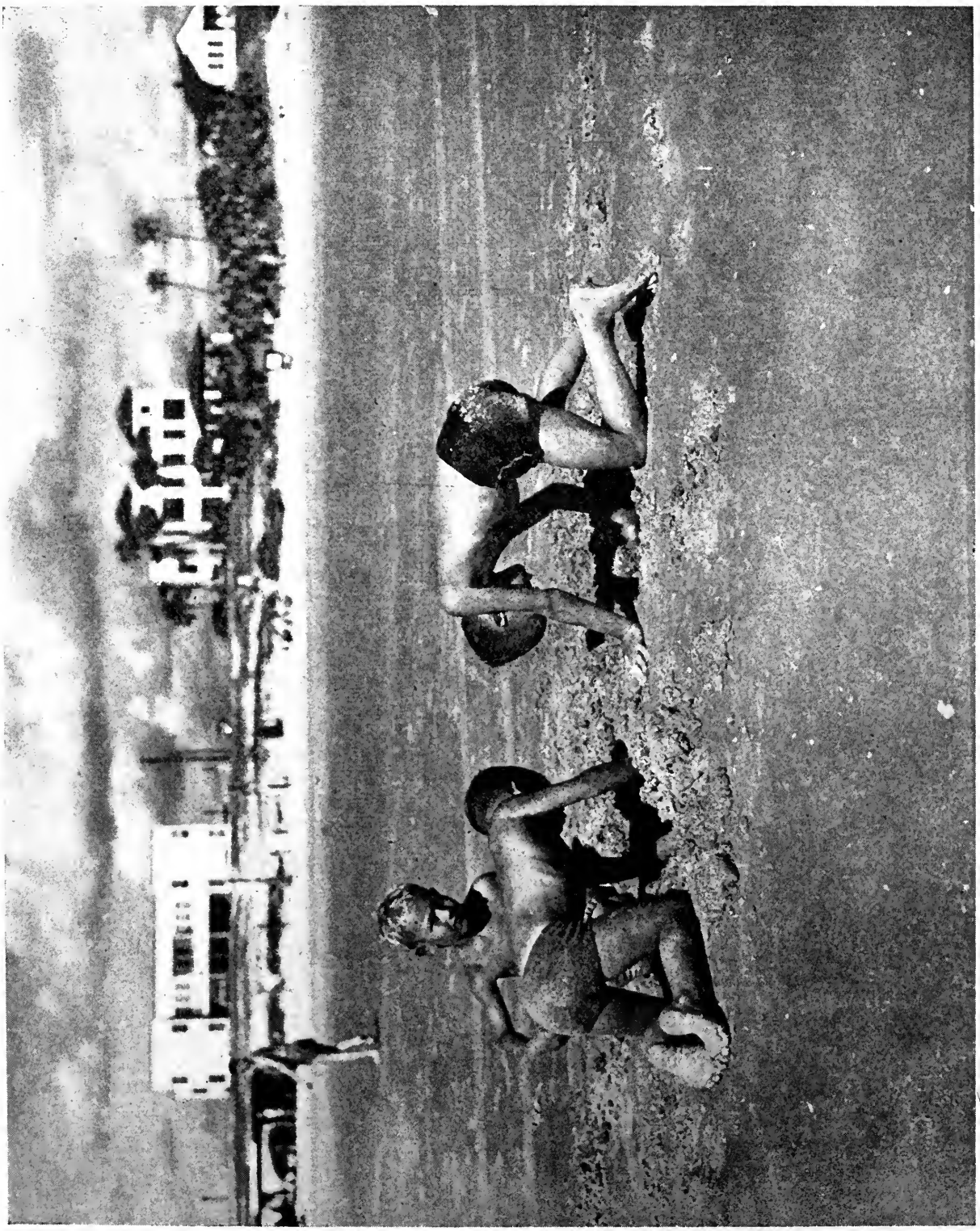
The little child wants joy more than money.
He wants to have fun,
He wants to share his fun,
He wants to enter the Kingdom of Heaven now.

Why do we who are older linger?
Why do we wait?

There is a world of fun,
A world of joy,
A world of music and beauty.
There's life to be lived now.
There are others waiting to live with us.

HOWARD BRAUCHER

August



Life Begins at Forty Plus

By KATHLEEN GORRIE
Director, Gordon House
Vancouver, B. C.

IN HIS BEST SELLER of some 20 years ago, Walter B. Pitkin gave new hope to the middle-aged by announcing that "Life Begins at Forty." But several hundred men and women members of Gordon House, a community center serving the West End district of Vancouver, Canada, would contend that as far as their group was concerned, he had put his age limit at least 20 years too low. They have discovered that life has begun, not at 40, but at 60, 70 and even 80. At least they have discovered this, if what Dr. Pitkin meant by "beginning" is a new joy of living, the kindling of new interests, the realization of new capacities, and even falling in love.

Vancouver is frequently referred to as the Riviera of Canada. Even if this smacks of tourist bureau publicity, the city is certainly the mecca in Canada for retired men and women who seek to escape the extremes of heat and cold in other parts of the country. The West End in Vancouver in turn attracts a large proportion of these older people because of its proximity to beautiful Stanley Park, English Bay, and the downtown shopping district, as well as because its innumerable rooming and apartment houses provide the kind of accommodation they seek.

Therefore, it is not surprising that Gordon House should have in its membership several hundred men and women who are approaching, or have passed, the three score milestone. What is exceptional is the variety and vitality of the activities which these older people enjoy in the center. They are the envy of their fellow citizens in other parts of the city. Only lack of housing prevents a general influx of older people into the district.

Like many other good things, this program really needs to be seen, not once but over a period of months, to be fully appreciated. When they first come to the center, many of these men and women are lonely, often bitter, beginning to succumb to the feebleness of old age, feeling—rightly or wrongly—discarded and deserted by their families. As weeks pass, they make congenial friends, revive old interests or discover new ones, find their days and evenings filled with things to do, and their help still sought and appreciated. They are literally re-created.

The hospitable doors of Gordon House are open all day. Inside is warmth, a friendly greeting, plenty of easy chairs, newspapers, books and magazines, a radio and a room for cards, checkers and chess, where almost always partners may be found for a game. This, the open house, or drop-in part of the program is only the beginning. From it stems a variety of clubs, classes, interest groups, and other activities.

The Social Club

The largest single group is the West End Social Club, which has an enrollment of over 200 men and women of 50 years of age and over, mostly well over. They are frankly interested only in having a social good time, which for them means cards, more cards, and an occasional dance, and in promoting good fellowship. Each Wednesday night this club holds a whist party, with never less than fifteen tables. In an adjoining room, club members who prefer bridge have their game. On that evening cards are a serious business, but on Saturday evenings the game takes second place, refreshments are served and conversation flows freely.

Twice a month, on a Saturday evening, some of the card tables are deserted by those who prefer to trip it on "the light fantastic toe." Among the membership are several good fiddlers and pianists, so music is no problem. Because some of the "boys" who had not learned to dance in their youth were having to look on with envious eyes, a dancing class for beginners was inaugurated. It is held on Thursday evenings, and some twenty men and a few women are learning to dance for the first time. One of the most successful pupils is a man in his eightieth year.

On summer evenings when the windows of the social room are wide open, the neighbors frequently gather outside the house to look on with delight—and some with envy no doubt—at the enthusiastic enjoyment of these young oldsters. Even the teenagers coming from their jive sessions seem to realize that their grandfathers may have something.

"The Snoots"

Life also has its cultural and creative moments among the older members of Gordon House. On

Saturday evenings while the West End Social Club is enjoying cards and dancing, the more serious ones sit around the open fireplace to read plays or to listen to recordings of fine music in the pleasant surroundings of the women's clubroom, with its gray walls, red curtains, and chintz-covered furniture. This group is affectionately called "The Snoots" by their more frivolous fellow members who, in order not to interrupt the flow of high thought, prepare and serve to them their ten o'clock coffee and sandwiches.

For the most part, the men are satisfied to drop in for their cards or checkers, or to chat with some cronies, to listen to the radio or read a magazine or newspaper. A fair number of them, however, are active in current events discussions, play reading, music appreciation, and dramatic groups, which have a mixed membership of men and women. The women, on the other hand, have a wider variety of interests, including several afternoon clubs, Red Cross, weaving and leather work classes, and a glee club.

Each Friday evening an entertainment is provided which is "on the house." This takes the form of a concert with home or imported talent, an evening of films, an illustrated lecture or, occasionally, a social evening with contests and table games. The attendance at these popular Friday nights has grown steadily. The program offers a very nice means of introducing new members into the house. It also takes care of those who cannot or do not wish to participate more actively.

Usefulness Rediscovered

Gordon House means more to these older people than just a place where they may be interested and amused. It is a place where they discover that they may still be useful, where their former skills and experience are not ignored and brushed aside. Because the house is not just a clubhouse for old people, but rather a center for neighbors of all ages, they find themselves again members of a family group. They can show that they belong to the family by giving of their time and talents to the younger members. They act as volunteers or volunteer leaders in the junior house. (Gordon House occupies about half a block; the main house for adult activities, the junior house for the children and young people, and a gymnasium.)

Several of the older women are volunteers in the play school. One former musical comedy actress is a successful dance teacher for a class of ten-year-old girls. One of the men, a former chef, gives classes in good "man-style" camp cooking to several of the boys clubs as well as being official coffee maker for all Gordon House entertainments. Others take desk and reception duty. Wherever and whenever their experience can be used, it is sought and put to work. This makes for intensified interest in the doings throughout the house and fosters a real feeling of belonging.

Beyond the personal pleasure and satisfaction which participation in the group activities bring to these older people is the effect it usually has on their relations with the people with whom they live. Much of the irritability and queerness of old age is due to a feeling of uselessness and loneliness, a dearth of opportunities for social contact. Old friends in many cases have died or moved away, or, as is so often the case in Vancouver, they have been left behind in the old home town. Grandmothers and grandfathers, frequently, almost inevitably, feel apart from the life of the younger members of the household. Their natural discontent is expressed in grumbling and faultfinding, and the peace of the home is disturbed.

Community Cooperation

With the opportunity of a new life and interests in a center such as Gordon House, it is not surprising that the behavior of these older people toward those with whom they live is favorably modified. Older members of Gordon House themselves frequently remark that their friends and families have noticed how much more cheerful they have become. News of these transformations must spread, for men and women in the neighborhood often drop in to ask the staff's cooperation in getting an elderly father or mother interested in coming to the house, because it has done so much for the elderly relative of an acquaintance.

While most of the new members come on the advice of a friend or neighbor, a deliberate attempt is made to reach elderly people known to social and health agencies through the Welfare Council's committee on the aged. This committee, in cooperation with the Women's Voluntary Services and the Gordon House staff, last year organized a group of friendly visitors. After a special training course designed to help them understand problems of the aged, the members visited men and women referred to them by the Old Age Pension and Social Assistance Department of the Provincial Government and by private casework agencies. Having established a good contact with these feeble

(Continued on page 280)

Without His Own Backyard

By VERNABETH DE FOREST
Upland, California

"IF WE HAVE the game after school, dad can pitch," the little fellow said as boys from the Parkside housing project prepared to challenge their fathers to a softball game. The prime aim of this match was money for new equipment, yet as the boys planned, their enthusiasm went far beyond that. Boys like to play with their dads. But many of their lives lack that vital association when for weeks at a time school hours do not coincide with father's different working shifts at the mill. For the "swing shift dad" leaves when son is coming home and Johnny starts to school when dad arrives from "graveyard" in the mornings. In some communities it is only occasionally that both have the same recreation time.

Thus it is with the children from 300 families in Parkside and Los Olivos, two housing projects in Upland, California. The dads are Kaiser Fontana steel mill workers and returning servicemen. With an average of two children to each family, mostly between the ages of six and 18, there are 600 young Americans growing up here without the privacy of their own backyards for individual workbench or swing hanging from the old oak grandfather planted years ago. Yet, these boys, too, "put the pinch" on dad for baseball mitts and basketballs.

Building a "Backyard"

Upland is a small town and playground facilities are perhaps not as much a problem as in a larger city. Nevertheless such facilities had to be set up. The boys did that for themselves. The dads helped, with equipment and comradeship, after that first rousing game which has continued to be a bi-weekly occurrence. One famous Los Olivos ball must have ten owners because every night different hands flip it through the basket!

When the roadways and indented parking spaces were built to block off the pre-fabricated project, a wide strip of asbestos was laid down for an outside basketball floor. When the houses were painted alternating green and yellow the paint remaining in the last bucket was used to mark boundaries and foul lines. Baskets were put up between shifts at the mill and school by a few project residents. One dad offered his pick-up truck to haul away the rocks from the Los Olivos football field if the younger generation did the work. Los Olivos boys proposed an amendment

(Continued on page 281)

Courtesy Mesa, Arizona, Parks and Playgrounds

Organizing a Full Time Recreation Program

By VERNON H. KRIESER
Recreation Director
Green Bay, Wisconsin

THERE HAVE BEEN frequent inquiries concerning the opening of a full time recreation program in small communities. The information herewith presented may be of value to some other community interested in promoting and organizing a full time recreation program. It worked in Green Bay, Wisconsin. Why not elsewhere?

The Kiwanis Club, taking cognizance of the fact that the ten weeks' summer program should be extended into a year-round recreation program including all members of the community, appointed from within their membership a recreation committee which recommended that the many school gymnasiums and other facilities in the community be utilized through an organized recreation program.

But the Councilmen in Green Bay, as in other communities, were conservative. To expect them to vote the necessary funds for a twelve months' recreation budget would be to expect the miraculous. Something else had to be done — Council members had to be convinced that this program was what their voters wanted.

Convincing the Public

The committee extended an invitation to all service clubs, churches, schools, Scouts, P.T.A.'s, various city departments to send at least one representative to a "Citizens' Committee" meeting. Many sent more than one, but all were represented. A temporary chairman took charge, stated the purpose of the meeting, and then presented Mr. Weir, the Field Representative of the National Recreation Association, who had been invited in advance, to explain the purpose of a recreation department and how such a department could function for the benefit of all the citizens in the community. Others were encouraged to ask questions and a general discussion followed. Permanent officers were then elected and each representative was instructed to give a report to his fellow club members at their next meeting. They also were instructed to have an official representative at the next meeting of the "Citizens' Committee" two months later, with authority to vote for or against a twelve month community recreation program.

During the intervening two months much was done by radio and newspaper to acquaint the general public with a community recreation program as it functioned in other cities nearby.

When the second meeting was held, over two hundred representatives of various community organizations were present, as well as the City Council members. All were given an opportunity to voice their opinions both for and against such a program for Green Bay, but as there was no dissension, only an overwhelming desire for a year-round recreation program as expressed by the various committee members, a vote was taken, which turned out to be unanimous for the program. At this meeting, all municipal departments pledged to cooperate with the recreation department, should one be adopted for the city.

Setting Up the Program

Next, a small committee was formed from the members of the Citizens' Committee. It was the duty of this committee to appear before the City Council giving a report on the action of the Citizens' Committee, and to recommend through which department the recreation program was to be channeled or whether it should be a separate department. This committee also suggested the amount to be placed in the budget for recreation.

The City Council then, acting upon these recommendations, voted in favor of a full time recreation program to be set up under the jurisdiction of the Board of Park Commissioners. It was the duty of the Board of Park Commissioners to employ a qualified Director of Recreation, who then assumed the responsibility of organizing and supervising a full time recreation program.

The following facilities were used to good advantage in the new recreation program: Seven elementary school gymnasiums for fifth and sixth grade boys' and girls' activities after school hours; five elementary schools and one junior high school for boys', girls', and adults' activities in the evening; 13 playgrounds; two lighted softball diamonds; one lighted baseball diamond; the Vocational School swimming pool during the summer program; the Park Department's Bay Beach Pavilion; the Y.W.C.A.; the County Park Pavilion.

Activities

Activities organized and sponsored by the Recreation Department:

Junior High Parties. Parties are held for Junior High boys and girls on Friday evenings from 7 to 10 P.M., October through May. This program includes table games, community singing, and dancing in the gymnasium. One month this program is held in the Y.W.C.A., and the following month in one of the elementary schools. A juke box with modern records provides the music for dances.

Senior High Dances. The Senior High boys and girls have their dances in one of the elementary school gymnasiums every Friday evening during the school year. A public address system is used to provide music. Occasionally the Recreation Department furnishes an orchestra. During the summer months this group danced at the Park Commission's Bay Beach Pavilion under the supervison of the Recreation Department. The students are very cooperative, adhering strictly to the "No Smoking" rules. Soft drinks are sold at all the dances.

Folk Dancing. The days of square dancing and folk dancing have not been forgotten. Out of the Recreation Training Institute developed a Square Dancing Club. The attendance grew from 16 to 360 members. When the winter season ended, this group did not wish to disband. Arrangements were made to have the square dances at the County Park Pavilion twice a month during the summer. The interest in square dancing has grown so much that it is doubtful if any elementary school gymnasiums will be large enough to accommodate the group this fall.

Handcraft and Hobby Club. Boys and girls interested in handcraft and hobbies held their first three meetings in one of the elementary schools. The facilities were inadequate and the attendance was low. Later arrangements were made to have this group meet in the electric shop in Franklin Junior High School. The attendance skyrocketed. The boys were instructed in making crystal radio sets, model airplanes, whatnots, and home repairs. The attendance averaged 40 per session.

Band. The Recreation Department organized a Civic Recreation Band for the summer months. This was open to anyone who could play a band instrument. There were sectional rehearsals during the day and evenings, with full band rehearsal two evenings each week. A high school band director was employed by the Recreation Department to direct this organization. During the first summer 40 proud members gave five concerts in the parks. This year the Recreation Band saw its third season, and grew to 110 members, who gave six open air concerts.

Chorus. A men's chorus is now being organized. There will be weekly rehearsals, with a director in charge of the program. While this activity is new in the recreation program, we hope it will grow as well as all other activities.

Amateur Photography. Men and women interested in photography met one night each week with an instructor. Amateur photography was offered to all those interested in becoming acquainted with the methods by which films are processed and prints produced.

Picnics. There were many picnics in the public parks during the spring and summer months. The Recreation Department cooperated by providing picnic baskets containing a volley ball and net, softball bats, gloves, balls, masks, a first-aid kit, and other items. Many groups such as church groups, industrial firms, and clubs, used this equipment to a decided advantage. Many large firms called on the Recreation Department to provide trained leaders to help conduct games and other activities.

Dramatics. The dramatic activities on the playgrounds during the summer were directed by a qualified dramatics instructor. All of the playgrounds were visited regularly in an attempt to include as many children as possible in these activities. The fifteen minute radio broadcasts over the local radio station each Friday afternoon not only served to advertise our dramatics program but to create keen interest on the part of the children in radio technique. Amateur shows and "community sings" on various playgrounds brought out many adults to enjoy the activities under the direction of the dramatic division of our department.

Highlighting the summer's program was the annual pageant held in the Baseball Stadium during the final week of the season. About 300 children appeared before an audience of 3,000 people.

Athletic Program. The extensive athletic program included 25 night softball teams, a six-team night baseball league which was almost self-supporting, an eight-team twilight baseball league, 24 boys' softball teams, 12 girls' softball teams, and four women's softball teams. There were many

(Continued on page 285)

Community Gathering Place

By MYRTLE F. PATTERSON
Recreation Department
Lynchburg, Virginia

THE Guggenheimer-Milliken Community Center in Lynchburg, Virginia, is a real neighborhood meeting ground. The Center is a cheerful place—a gracious house sitting well back from the street, with a wide green lawn and old trees and many shrubs between it and the busy comings and goings of the neighborhood. Behind the building there are courts for varied games and a swimming pool. The building itself houses a public school kindergarten. Summer and winter children play there under leadership. Teen-age youngsters and adults gather for special parties planned from time to time by the Recreation Department.

But the Guggenheimer-Milliken Community Center has come to mean more than this to the people who live nearby. It has taken on very special characteristics during the last few years because its directors have consistently expanded its usefulness.

Parties for Neighbors

The neighborhood which the Center serves is a congested one. Small houses, built along the brow of one of Lynchburg's many hills, have become more than very crowded during the period when new building ceased. For youngsters it became increasingly difficult to find a home where "the gang" could get together on a Friday night. Older neighbors were giving up their usual gatherings for lack of space. The casual social "comings-together" in small, friendly groups were becoming things of the past.

So the Center stepped in. Here was space—space where neighbors whose living room had, perforce, become a bedroom could entertain their friends in dignity and comfort. The word went around. Soon the director had calls to lend the building for a Valentine party, for celebrating the New Year, for a birthday, for going-away-parties.

The mechanics of the thing were simple. In each group there was always one good reliable person who agreed to take charge—who would see that everyone was out and the house locked up by 10 P.M.—so the neighbors would not be kept awake, for this was a neighborhood of hard working people, be responsible for seeing that the house was cleaned up for the next day. In most cases the Center's director greeted the group and saw that everything was running smoothly. Then she left the party to its own devices. Once in a long while this kind of privilege is abused but for the most part, the neighbors cherish the opportunity of using the Center and cooperate in every way to make the plan a success.

For the Young People

Other neighborhood activities followed hard upon the heels of the parties. A number of young working girls were taking dancing lessons from a downtown instructor. They needed, between lessons, to practice the steps they were learning, but dancing practice was one of the things generally taboo at home. The Center was another story. Adequate floor space, a victrola and a supply of records provided the necessary props — and a happy ending to the story of the dancing ladies. For the group took over the Center one night a week until they had mastered the art and no longer needed either lessons or practice.

In football season the boys who used the Guggenheimer-Milliken playground organized teams that played in the City Football Leagues. They, too, used the Center in the evenings as a meeting place where, with their coaches, they worked out plays and signals, discussed the merits and demerits of opposing teams.

Daytime Activities

The Center is just as full of activity by day as it is by night. The daytime activities are, to a large extent, geared for youngsters—children and teenagers—and the program is laid out in more detail. The Recreation Department points with especial pride to its library and to its music facilities.

The library has been set up in cooperation with the city's Public Library. The Recreation Department provides a librarian for the Guggeheimer-Milliken Center. The Public Library supplies the books and the equipment. The library has a room to itself and is open from 2 to 5 P.M. each weekday afternoon. Tuesday afternoon is storytelling day. A volunteer, a college student, tells stories to

(Continued on page 286)

Long Range Program: Immediate Results

By FRANK J. MANLEY
Assistant Superintendent of Schools and Director, Mott Foundation Program, Flint, Michigan

SATURDAY morning dawned clear and so brought joy to the hearts of 49 boys —49 youngsters who were going fishing—many of them for the first time in their lives! The boys came from school and Sunday School groups, from Boysfarm and from Child Welfare Homes. They came from every neighborhood in their city of Flint, Michigan. They came from backgrounds varied in race and color and religious belief. They, with seven adult counselors, were going to Quanicasee, a small stream that empties into Saginaw Bay. They were good fishermen, these boys. Their day's catch was more than 600 perch and four walleyes—four pounds apiece!

This trip was sponsored by the Flint Youth Bureau and the Flint Interracial Center. It, and similar outings, are part and parcel of the Mott Foundation recreation program in Flint. Many of the youngsters are fatherless. Few of them have had the chance to play in the out-of-doors world of nature. To give them such experiences is in line with the philosophy of the sponsoring group that keeping close to nature is and always will be a top form of living and recreation—something which is in danger of dying out today in the culture of many groups. If great sections of a whole generation lose the chance for primitive recreative pleasures, how will they pass on to the next

generation this great resource for physical and emotional satisfaction and adjustment?

Day Camping

The Young Men's Christian Association camps at Lake Copneconic, spots on Saginaw Bay, and other parks and campsites are used by the sponsoring groups for day camping trips. In winter, these journeys feature ice fishing, skating, tobogganing, and other winter sports. In the spring and fall, however, fishing is the first love. Twice this summer there will be five-day camping jaunts into the North woods for about 30 boys.

Last summer, several day camping trips were made by playground groups and selected boys. The groups met at 9 o'clock, left for the campsite at a county park on a nearby lake at 9:30, and arrived there a little after 10. The group was divided into two sections, each under an adult counselor. From 10 to 12 noon, they alternated in swimming and camp cooking. From 12 to 1 was lunch time, followed by an hour for rest and a council circle with singing and stories. From 2 to 3, the group went on nature study hikes. From 3 to 4:30 beginners received swimming instruction. The day closed with a wienie and watermelon feast, camp clean-up and the return to Flint at 5:45 or 6 P. M.

Interracial Center

A little further description of the work of the sponsoring groups might be of interest. The Flint Interracial Center opened on December 23, 1945. It is dedicated to tolerance, understanding and good will among all races and creeds. The project is the result of the cooperative efforts of the Flint Community Chest, the City Park Board, the Mott Foundation and a local citizen. The project was initiated by a group of 20 young people, both Negro and white, between the ages of 19 and 25 who, with five older adults, make up the Board of Directors.

A citizen owned two vacant store buildings in a section where the school population is about 84 *percent* Negro. He had these buildings redesigned and remodeled. The City Park Board furnished lighting, heating, and plumbing facilities, and the Mott Foundation purchased recreation equipment and provided the services of a full-time director. Fluorescent lighting was installed throughout, a gas furnace added, and glass blocks used in the redecoration. Recreation and game rooms and one of the most complete boxing rooms in the city are features of the center. Total cost of remodeling and furnishing was approximately $15,000.

Suggested originally as a teen-age drop-in center, the use of the building has enlarged in scope until it now serves all ages on practically a seven-day-a-week basis. Musical and educational programs are featured on Sundays. For example, an interracial musical program was offered on May 12, as a part of the local observance of National Music Week. The program includes needlecraft, sewing, and woodcraft classes, in addition to all types of recreation. The center served more than 4,000 during its first month of operation, later increased to 15,000, and has become a community meeting place for a great variety of groups as well as individuals. The program is planned by the Director, Board of Directors and the participants.

Youth Bureau

The Flint Youth Bureau was organized by the Mott Foundation at the request of the youth committee of the Flint Council of Social Agencies to strengthen and coordinate the efforts of volunteer workers with boys. The aim is to achieve a happier and better personal and social adjustment through friendly aid and understanding. The work is directed by a representative advisory Board of Directors, with committees on recruiting volunteers, education and training, ways and means and public relations. The project is financed by the Mott Foundation, which provides a full-time director. Many groups cooperate in the work—97 different agencies, institutions, and organizations.

The Mott Foundation program in Flint, Michigan, is made possible through the cooperation of Mr. C. S. Mott, a citizen of Flint and vice-president of the General Motors Corporation, and of the Flint Board of Education. It has for its chief aim the raising of the level of community life through the improvement of child welfare and health conditions of the youth of Flint, the encouragement of constructive leisure-time activities, and the development of an adult education program that is available to all residents of the city and surrounding community. It maintains a Boys' Camp at Pero Lake about 18 miles from Flint and a home laboratory for girls' club programs at Hamady House on a spacious estate just outside the city. It is a long range program of community improvement which provides immediate benefits and opportunities for both the young and the older citizens. It is planned, supervised, and carried on as a Flint Public School program. It works closely with the local Council of Social Agencies.

Recreation for the Handicapped

By CAROLYN LEWIS
Recreation Director
Goodwill Industries of Dayton, Ohio

A RECREATION PROGRAM was started at the Goodwill Industries of Dayton, Ohio, in August 1945. A survey in Montgomery County showed the facilities that would be available to the employees at the agency. The City Recreation Department, the Y.W.C.A., the Dayton Public Library, and the American Red Cross, along with various church groups and sororities, offered to help.

The Y.W.C.A. offered its swimming pool, the privilege of attending lectures of various kinds and folk dancing classes free of charge. Every Monday night several of the employees attend the folk dancing classes and enjoy the fellowship of men and women from other professions and occupations. Transportation is furnished by one of the classes of a Christian Church. These and other activities were planned after the survey, and after interviews had been held at Goodwill Industries to find out what the employees, including homebound people, wanted in the way of recreation activities.

The End of Summer

In August, 1945, we had a corn husking at the farm of one of the employees. Due to a very heavy rain we held our program inside of a huge barn and hayloft. What a frolic! The blind as well as the ambulatory people enjoyed "My Grandmother Goes to Paris," a circle game which they entered with enthusiasm. The blind, ambulatory, spastic, and the hard of hearing played a relay game of "passing peanuts." Everyone present participated in games, relays and singing.

Then we planned a stunt night. It was the first time anything like this occurred and there was a lot of enthusiasm for the occasion. The various departments of the Industries gave stunts. There was keen competition but good sportsmanship all the way through. Rounds and community singing took place between acts.

Autumn

Halloween was a gay time with us. Invitations made of skeletons on an orange background invited the group to hear the "Tombstone Chorus." The recreation room was decorated with black cats, orange and black paper, orange pumpkins, models of a witch and ghosts. The group played such games as "The Old Witch Is Dead," "Nine Lives Has a Cat," "Chief Howler and His Gang," and there were pumpkin weight and apple-paring contests. A peanut contest drew roars of laughter from the group. "Catch the Skeleton" closed the program after the judging of the contests. Everyone was in costume. There were some funny looking outfits!

A Thanksgiving pageant was presented at chapel service on the day before Thanksgiving. The Indian Chief was portrayed by one of our young men whose left arm is paralyzed. Another activity was planned for the Dramelody Club, a club composed of blind folk who meet every Thursday night for a choral rehearsal. A weiner roast was held at a park owned by the Y.M.C.A. on Stillwater River. A wheelbarrow relay and a nature scavenger hunt topped the program. This club has given several public performances and radio broadcasts.

Our homebound recreation program was started on the last Thursday of November. A reading of *Life with Father* was given and one of Dayton's talented contraltos sang several selections. This group is composed of our elderly folk who are unable to work but are interested in recreation. They are visually handicapped, have cardiac and other organic conditions. Therefore, programs of music, drama and quiet games are planned for them.

Winter

For December the chapel and dining room were beautifully decorated with Christmas greens, Christmas tree, red, green, and white candles. A beautiful silver star was the background for the stage. Table decorations were Christmas favors and cards. The Women's Auxiliary and the Goodwill Industries gave a Christmas dinner. A High School Glee Club presented a program of Christmas music. The girl singers were beautifully dressed in royal blue with white collars and sang by candlelight. A Christmas party was held another night before Christmas. Gifts were presented to each employee and a fellow employee portrayed the role of Saint Nick to perfection. He came running in to the

tune of *Jingle Bells* and played with the children—answering their questions. "Snowball" and the "Wreath Relay," "Wrapping the Christmas Parcel" and the "Ice Cube Contest" had the whole group "in stitches." Our religious service at chapel on the morning before Christmas was very beautiful. Our Negro chorus, known as the "Goodwill Gospel Chorus," led the procession by candlelight singing *Oh Come All Ye Faithful.* The Christmas message was read from the book of St. Luke. One of our talented young girls sang a solo (Bach-Gounod's *Ave Maria*). The audience sang *Joy to the World* and a Christmas reading was given by a young Negro woman whose arm had been amputated. The tableau of *Silent Night, Holy Night* was posed by several of our employees. Three blind men took the parts of the Magi. A Christmas prayer closed the program.

A Gay Nineties party was given on Valentine's Day. A cafe scene of the period used red and white table decorations and hearts scattered on the tables, walls and on the stage. There were stunts pertaining to the Gay Nineties. Several of our folk came costumed as Jim Corbett, Diamond Jim Brady, Lillian Russell and other outstanding characters of that day. Lillian Russell was mistress of ceremonies. Everyone enjoyed singing the songs of the time. *Bicycle Built for Two* was sung by two blind people who were seated on a bike in appropriate costumes. For an encore they sang *The Band Played On,* waltzing together on the stage. The party finished to the tune *On the Sidewalks of New York.* Singing waiters passed red and white program cards with red hearts and Rosie O'Grady Inn written in red ink against a white background.

Spring

In March our elderly women in the clothing department were hostesses at a St. Patrick's Tea given in the recreation lounge. The room was decorated in green and white. The women in the receiving line pinned green shamrocks on each guest. This was an opportunity for all of our people to get acquainted. Punch and cookies were served.

In April one of the local high schools gave three one-act comedies. Our people, especially the blind, enjoyed these comedies very much. During Holy Week our Dramelody Club presented an Easter cantata *From Darkness to Light* based on the melodies of Tschaikowski.

We are making plans to have, later on, a box supper when games will be played. Our director will show a sound movie of a trip to Dallas, Texas, where several of our employees attended a conference.

General Activities

During noon time and rest periods several of the younger folk enjoy the record player and dancing. The men like a game of pool. We have a branch library established through the cooperation of the Dayton Public Library. We subscribe for several weekly magazines as well as magazines in braille. Talking book records of the *Reader's Digest* are

(Continued on page 287)

A Recreation Director Goes Fishing

By OKA T. HESTER
Director of Recreation
Augusta, Georgia

IT WAS LATE afternoon in one of the largest parks in the city of Augusta, Georgia. Canoes and flat-bottomed boats were being rowed over the lake by sun-tanned children and adults. On the banks of the lake boys and girls were fishing with long bamboo poles, but very little luck. Occasionally, a motor boat sped by. The rambling log community house overlooking the lake was alive with gaily dressed people, for the weekly square dance held there was just beginning, with both youngsters and grown-ups ready to join the evening's fun. The aroma of Georgia-cooked barbecue drifted down to the lake from a large barbecue pit and pavilion where over 300 soldiers from a near-by Army hospital were enjoying an outing. A new bath house stood silent, for the season to open its doors to swimmers had not quite arrived.

This was the scene that surrounded a lone figure who sat at the edge of the water with a fishing pole in his hand, the line hanging limp from the end of the pole. This man's thoughts were not on fishing, as appearances would indicate, but were concentrated on the recreation program for the city of Augusta. His thoughts had taken him back two and a half years to the time that he first came to the city as Director of Recreation. He thought, too, how quickly a well rounded program had been set up. Much had been accomplished in a short time, even in spite of the handicap of wartime restrictions and shortages.

Beginnings

It seemed such a short time ago that representatives of the Federal Security Agency and the Federal Works Agency, working with the National Recreation Association and its Field Director, had been called to Augusta to meet with the Mayor. It was from this meeting that a Recreation Commission was set up in Augusta, set up under a City Council ordinance giving the Commission power to operate a recreation program in the city. The Mayor appointed four leading citizens to serve with him on this Commission, and under his chairmanship Augusta advanced further in the following two and a half years than many cities do in many more years. In order to acquaint the City Finance Committee with the new program, the Mayor and the City Council asked this important committee to serve with the Recreation Commission, making a total of nine members on the Commission.

The ground work had been started. The Secretary of the Chamber of Commerce and the Secretary of the Merchants' Association threw the weight of their organizations behind the program. Private agencies in the field of recreation — the Y.M.C.A., Y.W.C.A., Boy Scouts, Girl Scouts, and others—offered their cooperation in organizing and promoting the city's over-all recreation program. Local newspapers and radio stations pledged their support. In fact, the whole city was behind the movement and seemed eager to have Augusta become one of the leading recreation centers of the South.

The Program Gets Under Way

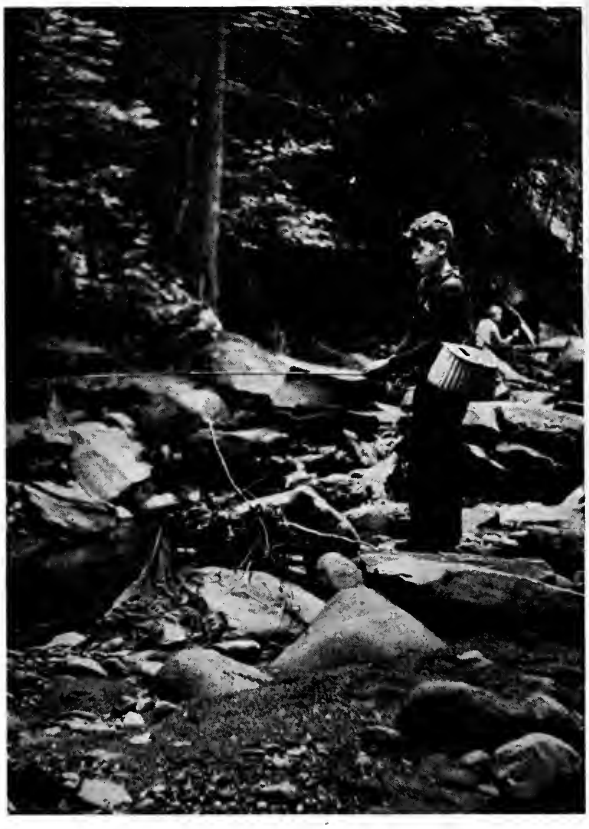
The recreation program then began to move. Since several big Army camps were located near Augusta, the new department's first problem was furnishing recreation for our men in service. With the help of Lanham Act funds, the city opened and operated a three-story building in the center of the business section of town for the convenience of servicemen. This central program was coordinated with the outdoor program of the parks and playgrounds. Through this program, and that of local USO, the recreation needs for service personnel were met.

The cork on the end of the line disappeared for a moment, and then bobbed to the top of the water to remain motionless. The fisherman's thoughts wandered on. Parks and playgrounds in the city were in a ragged condition then. There were no community buildings in any of the city-owned parks. This was one of the many needs that the Mayor set out to remedy. First, a roomy brick community building was constructed in one of the oldest parks in the city, then a smaller building in the city's smallest playground. Next, a spacious white brick building was set back among the green trees and shrubs of the city's largest play area. This structure was dedicated to the young men of

(Continued on page 283)

Gunner Brook

By P. G. (PERC) ANGWIN
"The Outdoorsman"
Barre, Vermont, Daily Times



"A MAN CAN'T HAVE a mean thought while he's out fishing" is reason enough for the Gunner Brook fishing project at Barre, Vermont, even though in this case the saying must be changed to read boys and girls. The project is a recreation program involving a participation sport that is rapidly growing in national popularity.

It was nearly a dozen years ago that members of the Barre Fish and Game Club first conceived the idea of setting aside a fishing stream exclusively for the use of boys and girls under the license age of 16 years. Flowing through the city was just the stream needed. For over two miles it wound its way across flats, through rapids and down small rocky gorges. Nowhere was it deep enough to be dangerous for children—and yet it was a stream that held a fair water level throughout the year and the temperature was ideal for trout. For years on end Barre anglers had now and then taken a nice trout from Gunner Brook but the stream had never been properly stocked, being just a bit "too handy" to interest anglers who like to get farther afield.

The Barre Fish and Game Club saw the stream as an ideal spot for the smaller fry to enjoy a recreation program coupled with an opportunity to learn good sportsmanship. The Club secured permission to post the stream. The posters read, "This stream stocked by the Barre Fish and Game Club and the Vermont Fish and Game Service for the benefit of boys and girls under 16 years of age. Older sportsmen please keep off."

The next step was to see that older folks *did* keep off. The Club selected boys to act as junior wardens, to police the stream and report violations to club officers or to state wardens. Then they stocked the stream with plenty of trout—including a few "whoppers" a foot or so long to whet the appetite of the junior anglers. At first there was a bit of trouble with intruders, but judicious stoning of the pools by the junior wardens prevented anyone other than boys and girls from taking fish. Junior violations of the four-fish limit (set because the stream would not stand a heavier drain) were few and far between. Punishment was severe. Violators were banned from fishing. Miscreants also had to take the scorn of other youngsters—which was an even greater deterrent.

Contest

The next job was to make the project more useful in a recreational sense. (Already the youngsters were very jealous of their rights and parents were exceedingly happy over the opportunity for sons or daughters to enjoy some safe sport.) So a fishing contest was inaugurated. The Barre Recreation Department helps the Club to register the junior anglers at a central point—a schoolhouse just outside the city—on an appointed day. Each child gives his or her name, age and address before going to the stream to fish. The contest lasts from 9 A. M. to 3 P. M. and all fishermen must register. The number is usually well over 100. Along the stream observers are posted to check on outstanding examples of sportsmanship and to lend aid in case of accidents. (No accidents have as yet marred the event!)

At first proud parents wanted to go along with their child "just to help him bait his hook" or to "help him cast." They were out of luck. Rules

provided that they might watch—but must remain well back from the banks of the stream.

At the close of the contest fish were weighed and measured for the crowning of the new city champion (now and then a girl) and for the awarding of prizes of rods, reels, lines, hooks and several dozen other items of fishing tackle purchased by the Club. Each winner is allowed to make his own selection—with top award being made each year for the best example of sportsmanship detected by the judges. That is the real honor prize for which the youngsters vie. Special credit is given for trout taken on a fly.

Barre folks have had barrels of fun watching the fishing project and this year, thanks to an inspiration by Joseph Brislin, Recreation Director, the program is being expanded. Besides getting a double stocking of trout for the stream, the youngsters are to be given a "night before" program under the joint auspices of the Fish and Game Club and the Recreation Department. The plan involves movies, in which they will see themselves fishing Gunner Brook in previous contests, and other films of hunting and fishing. They are to be treated to exhibitions of fly and bait casting, and to talks on conservation and the best methods of catching fish and of handling fish for release.

Barre's Gunner Brook project has been adopted by dozens of organizations throughout the United States and Canada—more taking up the program each season. It pays off handsomely for Barre and for the other communities in healthy outdoor recreation linked with training that will be of value throughout the lifetime of the youngsters now on the way up.

Fishing as a recreation activity for young people is coming more and more into its own. The April 1946 issue of RECREATION carried an account of a Rod and Reel Club in Fairfield, Connecticut, which was set up so that youngsters could learn fly-tying and casting before they went after the elusive trout.

Other communities have worked out other kinds of programs for young Izaak Waltons. A combination of the Barre idea set out on these pages and the Fairfield program is being tried out this summer in Montpelier, Vermont. Montpelier's Recreation Department began a fishing project in June of this year. Emphasis was on Rainbow Trout. A two-mile stretch of the North Branch River was set aside and posted. The signs read "For Children Only." The State Fish and Game Service stocked the river with 1,000 fingerlings.

The youngsters in Montpelier learned how to go after trout from experts. No dangling a fishing worm on a bent pin for them! The Superintendent of Recreation arranged an exhibition of fly casting and followed it up with lessons in that art for the town's boys and girls. Then, just to make their knowledge of the lore of flies—dry and wet—more full, the youngsters were taught to tie their own!

Other programs find other ways to give the "little ones" more chances to catch the "big ones." It's safe to say that wherever there are fishing programs there are more than the ordinary number of happy vacations among the small fry who are city-bound in summer. The more young fishermen there are today the fewer unhealthy and unhappy men and women there are likely to be 20 years from now. A boy going fishing is very much in the American tradition. It's a good thing to know that even the "city fellas" are having a chance to try their luck.

"This stream is stocked for boys and girls under 16 years of age. Older sportsmen please keep off."

Smooth Sailing

By JOSEPH LEE

THE SPORT OF SAILING starts for a small boy in his own bath tub. Here in the narrow confines of a porcelain coastline and on a sea of not-so-blue, cakes of soap and bits of wood become his fleets of ships, his Spanish Armada, his pirate vessels. This imaginary sailing made the Saturday night bath a great deal less terrifying than it would otherwise have been.

Because many boys (and girls, too) live a long way from waters where real sailing can be enjoyed, these bath tub experiences are about all the sailing they ever do. Of course, thousands of boys, from farm and city, with no bath tubs in their homes have never had even that. Thousands, however, live near bodies of water where make-believe can become reality. They can learn to thrill to the zestful game of matching their skill against the caprice of the wind and the other elements. If the wind is brisk, it stings their faces as it fills their sails. If the day is calm, they can revel in the majestic solemnity of the unruffled waters. It's a sport of kings all right but not *for* kings alone.

In several communities throughout the country in the past few years, individuals have banded themselves together and formed sailing clubs. They have pooled their skills, experiences, and resources and derived from this sharing many hours of pleasure and fun. The war brought a lessening of operations naturally but, now that the war is over, it is to be expected that many more such groups will be formed.

The true public sailing program provides a fleet of sailboats held available for anyone who comes along and wants to learn to sail. The fleet may be owned by a civic group or by a branch of the government. The average American father does not have the financial means to purchase a sailboat for himself or his son, nor does he know what kind of a boat to purchase. He has no place to keep it, nor does he know how to use it, or how to maintain it. If America is going to go sailing in numbers larger than a handful of families with a seafaring tradition, it will be because of the creation of public programs throughout the country. A boat in such a fleet can be used 12 hours a day by different persons, not occasional hours of the day or on Sundays only by a private owner. Thus the economy is immediately visible.

What is needed to launch a public sailing program? First of all there must be an adequate body of water. An ideal area should be about a mile long and half a mile wide. Any area that is very much smaller is too confining, while a substantially larger area has many drawbacks. An unprotected coastal shore has the hazards of huge ocean storms coming in and dangerous off-shore winds that might carry a boat out to sea.

Coastal waters also are subject to changing conditions occasioned by the rise and fall of the tides, low tide may present an area of dangerous shoals and ledges that offer no obstacle at high tide. Any channel used for steamship travel should not be considered.

Cold water is an extreme hazard since it is expected that there will be capsizings, and submersion in water that is cold cannot be endured for long by the human body.

If the program is going to be self-sustaining, it must be centrally located in a fairly large population center or immediately contiguous to it. Otherwise participation fees cannot be charged to adults in sufficient numbers to maintain without a deficit a program that is free of cost for the younger participants.

The Boat

There will be as many disagreements as to the proper sailboat for a public program as there are people consulted. Every sailor feels about his boat the way he does about his wife. While he might be willing to make an exchange for some other very superior model, the idea of marrying the other man's wife actually gives him the shudders. Without wishing to become involved in a controversy where every temper will be strained, we should like to speak of one type of boat found inexpensive and successful in one large American city which has pioneered in the "sailing playground." This boat is a flat-hulled sailboat, 1 yard wide across the bottom, 10 inches wider across the gunwales, 17 feet long over-all, 14 feet long on the bottom with a 2 foot overhang forward and a 1 foot overhang aft. A rocker shape permits the bottom to rise up 5¼ inches at each end. Two leeboards clamped to the sides amidships take the place of a

keel or a centerboard which would occupy valuable space inside.

In any case, the boat should be small enough so that the sail which it needs to drive it can be held by a single rope in a youngster's hands all afternoon without his tiring and without the dangerous necessity of cleating the rope or running it through pulleys where it can foul and jam.

Second, the boat should be designed so that the occupant sits on the floor with his weight down and has a smooth, comfortable side or back support to lean against.

It is best to have in mind a craft resembling a skiff or rowboat with a sail in it. The presence of decks only tempts the navigator to put his weight up high upon them. It appeals more to the sophomore than the senior in sailing. Boats with decks are seldom satisfactorily equipped with oars, which are a good adjunct for the seafarer.

The Landing

The fleet for public use must be centered on some landing where control, instruction, supervision, and storage of boats are provided. The reader has probably never seen a rectangular float without one sagging corner, much of it ready to come apart. You probably never will. Use a triangular float. If the landing is built on solid piles—on a lake shore that has no tides to allow for—the problem of horizontal strains does not come up.

For a fleet of 12 boats—a good number to begin with—a landing should have on its several sides a minimum frontage of 75 feet to which sailboats can come up. This will make it large enough to haul the boats onto at night, if they are properly nested. If the boats are left in the water a difficult policing problem arises besides the inevitable damage caused by the boats banging up against each other even in comparatively sheltered waters.

Boathouse

There should be a shed of sufficient size for storing the gear of the boats at night, as well as office supplies necessary to conduct the program. It should have, also, sufficient space to house and repair at least three boats at a time in winter. The major part of the fleet will be left outdoors, bottom up in the wintertime — as they are on summer nights—chained down to the landing against theft.

Money

If an initial program of 12 sailboats is contemplated, a loan of $5,000 to $10,000 should be arranged to get started on. The boats are the smallest cost. They should be built for $100 apiece, or $1,200 altogether. If the community is large enough to have a Trade School or Technical School, the cost will still be the same. The services of a program director will be needed to introduce the proposition to the school authorities, to select and adapt successfully the design and blueprint of the boats to be built, and to procure the materials. Employing one staff member year round will insure the services of a good man. Furthermore, he

will be available for repairing and building in the wintertime from year to year. It would probably cost more to have the fleet built up in local trade classes, in spite of saving the shipbuilder's bill.

The next item of expense is the float or landing. This may vary from $500 to $5,000, depending on the nature of the shore, the amount of tide, and, accordingly, the simple or complex engineering problems involved.

The last item of expense for the physical plant is the boathouse. A barn-like, concrete or wooden structure, 25 by 40 feet, should cost about $4,000.

Income

It will take several years to pay off this loan. Income is derived from adult participants who will pay about a $20 yearly membership fee. Youngsters under 18 can be admitted without charge. Most such youngsters have not sufficient money to pay worthwhile fees. If a parent is able to pay and civic in spirit, he may be asked to take out a membership even if he does not sail himself. After a youngster who has learned to sail on the project has turned 18 but is not earning enough to pay the $20 membership fee, he can be charged approximately 75 cents an hour when he has leisure to use the boats. It is not workable to charge adults by the hour. The big expense is teaching them how to sail and unless they are willing to pay their money in advance for the extensive instruction required it is unsatisfactory both to them and to the management to take them on a piecemeal hourly basis. Matured young people who have learned on the program, however, need no such instruction and, therefore, can be charged on an hourly basis.

Additional revenues may be derived from allowing transient adults to go out as passengers with the experienced younger boys or girls for a suitable hourly fee. It often happens, moreover, that a suitable body of water being developed in the community for sailing, has not previously been satisfactorily developed for rowing. If a rowing fleet of similar size to the sailing fleet is acquired, such rowboats can be chartered to customers by the hour both in day and evening hours and yield very considerable revenues to the project. (Sailing, of course, is out of the question at night, as the helmsman cannot see the wind.)

Magnitude

With a fleet of 12 boats about 750 members, half of them adults, will be handled annually in a fair-sized city, yielding about $7,500. Of this amount, about $4,000 a year should go to the top man who directs the sailing activities in the summer and the boat building activities in the winter. The sailing season will last from May to October in northern climates. However, it is well to confine the youngsters to painting and repairing the boats until school is over so that they will be looking forward to the idle summer months and appreciate what they get. Under good management a staff of three all told in the summertime should suffice, with a staff of four the more comfortable arrangement. This depends somewhat on whether the sailing area is exposed and needs a good man on guard duty at the mouth of an open bay, for example. Before the school children start sailing a smaller staff is sufficient for adults. A couple of sympathetically minded school teachers should be procurable for the summer season at a cost of $800 for the two of them, with a third assistant's services starting possibly in May, raising the total another $700 to $1,500 for assistants. Supplies and materials should not go over $1,000 a year, bringing the total of top-man, three subordinates, and materials to $6,500 a year. This will leave $1,000 to pay on the loan.

It should be expected that about 18 different persons will use a boat during a day. The sailboats will carry one, two, or three persons at a time. Thus about 200 persons will pass through the dozen boats each day. About 15 new members will be taken in each day.

As to the magnitude of operations and results, simplified methods of instruction have been developed in one American city which has pioneered in the "sailing park." Copies of their manual, *How to Sail a Boat,* may be had from Waverley House, 18 Tremont Street, Boston, Massachusetts, for a cost of $1.

Plans and blueprints of one type of boat which has proved reasonably satisfactory in the first American city with a public program may also be had by applying to the writer of this article at 11 Beacon Street, Boston, after the summer of 1946. The writer wishes to make further tests on an improved model of the type used for eight years on his program, before releasing final blueprints. These blueprints will be accompanied by "running directions" as to how to proceed in building.

Helpful devices such as colored sails—yellow sails on the beginner's first day out, green sails for "ordinary seamen," red sails for "able seamen," and white sails for "bosuns"—are among the re-

courses that make for simplified supervision in handling a large program. It has been found best to put the beginner in a boat almost right off, after he has looked over the brief manual on how to sail. Theoretical instruction ashore is discouraging until a participant has started encountering problems through actual experience. If the body of water used is fortunate enough to have an inner cove or a shelter made by breakwaters to which beginners can be confined before being allowed to sail out into the larger area, simplification and safety are increased and expensive supervision reduced.

Leadership

So far we have hope and faith. Though we have the gift of prophecy and understand all mystery and all knowledge, and though we have all faith so that we can remove mountains and have not charity, we are nothing. The promoter and director who is to infuse the above outline with life and care is indispensable. One can no more teach how to set up a sailing program in one easy lesson than one can teach how to be a practicing physician in one easy lesson—or a master plumber, for that matter. Personalities are involved. Finances are involved. Location is involved. The boats and equipment are involved. The participants themselves are involved. And last, but not least, is involved the weather—that czar of a sailing program—which the sailboat has the impudence to hook onto. It shoves its sail up into the blowing wind, its keel down into the lumping water, while the helmsman endeavors to play one against the other. By the manipulation of angles between sail, keel, and wind, he tries to derive propulsion from an engine outside his boat and as broad as the atmosphere of his state. The director must be a sailorman, a teacher, a boat builder, a social worker, a promoter, an executive, a discerner of human nature, and a gang leader. As Paul Jones put it—speaking of American frigate captains—"He must be prophet, priest, and king." The idea that one can take a competent recreation leader from a city recreation department and expect him to function with effectiveness and safety is very far amiss. Possibly the $4,000 mentioned above as the salary for such a director is too low, except that those who have an aptitude for this kind of venture are very happy in their work and enjoy many perquisites of prestige, affection, and versatile employment which they would be loathe to abandon.

Apprehensions and Reflections

Luckily the qualms and misgivings that attend the opening of many recreational ventures are not present in the case of a public sailing program. Unlike most forms of public recreation, a public sailing program in a good-sized community is self-supporting by virtue of the adult fees which we have mentioned. Also it is self-advertising. A lake or small bay covered with colored sails is a million dollar billboard in any city.

Legally there are few liabilities. If the fleet of public boats is owned by a charitable or civic group, such are liable only for gross negligence—and then it is problematical whether the liability rests on the association or on the individual staff member who is involved. The laws vary from State to State. The degree of liability of a municipality operating a public program would be greater and more susceptible than that of a charitable corporation, but likewise different in different States. If the complaining participant has paid for the use of a boat the liability on the management is much greater, while if the management is a non-profit or charitable corporation there is nowhere nearly as acute a liability as with a commercial corporation. In nine years of operation of a public program in one pioneering American city there have been no claims of any kind, large or small, mostly because there have been no serious injuries, and because infrequent cuts and bruises have not been considerable nor regarded as the fault of the management. In looking up State and local law it should be borne in mind that admiralty law more often applies.

The doctrine of "attractive nuisance" in maintaining such tempting resorts as sailboats at the water's edge is virtually eliminated by having the boats stoutly chained down when not under supervision nor in use. Of course, satisfactory evidence of ability to swim is invoked as a requirement for participation.

The above comments are not to minimize the importance of good leadership. The public sailing project in the city where it originated has been under good leadership at the outset and during most of its years. The greatest safety factor is a knowledge of weather on the part of the staff. It is essential that they be able to anticipate bad weather from the sky and the clouds half an hour before it arrives. The second most important safety factor is a working card file so that a beginner is not mistakenly given the privileges of sailing on

(Continued on page 286)

Arts, Crafts, and Hobby Show

By ERNEST W. JOHNSON
Superintendent of Playgrounds
St. Paul, Minnesota

THE PLAYGROUND Department launched itself into the fields of crafts and hobbies in a big way in St. Paul during the month of March 1946. The Department put on an arts, crafts and hobby show. During the two nights of the show, over 1,500 people voiced their approval of one of the most successful craft displays ever undertaken here.

The show consisted of four parts—crafts, hobbies, working exhibits and talent show. The crafts exhibits consisted of articles made on the various playgrounds by adults, as well as children. The hobbies included collections of captured war trophies, dolls, antique music boxes, stuffed toys, minerals and ores, scrapbooks, Boy Scout exhibits, statuettes, wood carvings. As part of the working exhibit, boys and girls were actually at their benches and tools, demonstrating their skills. A talent show given by individuals and groups from various playgrounds continued all evening for the entertainment of the audience.

Eighteen centers and communities participated in the show. Advance notice of the exhibits announced that "the crafts exhibit will consist of paper crafts, wood crafts, and special crafts made at St. Paul recreation centers. The hobby exhibitions will consist of any kind of personal hobbies of individuals and families. . . . Crafts and arts shops will be exhibited by the boys and girls of the playgrounds, and will consist of power machinery, hand tools and cooking lessons. An amateur program of skills in physical activities, music and entertainment acts by the children and adults from the recreation centers will be held each evening."

Craft Exhibits

The exhibits were well arranged and covered about 750 feet of floor space on two levels. There was plenty of space on the main floor for people who milled around, examining the handiwork. The hall was beautifully decorated by the children under the direction of their leaders. One side of the hall depicted the four seasons. Large cutouts of Santa and his reindeer, life-like cuts of Washington and Lincoln, and colorful turkeys stood for the winter scene. Spring was portrayed by dancing maidens and spring flowers, with outdoor scenes showing summer fun. Fall was given over to colored leaves, pumpkins and football cutouts.

The children and their leaders between them had studied carefully the proper setting and background for the exhibits. Against these there were doll houses, beautifully built and decorated; scrapbooks of various sizes with numerous ideas and themes; burned wood covers; finger paintings; pencil drawings; silhouettes; crayon drawings; greeting cards; hot dish pads; artificial flowers; reed work; basket making; posters of Mother Goose rhymes; bookmarks; flower pots; picture frames; bracelets and many other articles of jewelry. There were a miniature circus, puppet theaters, rubber toys, plaques, wood and clay modeling, doll furniture and innumerable items of handiwork.

A large kite display was particularly appropriate for this time of year when spring was just around the corner in Minnesota. This display was dominated by a 25-foot long dragon kite, painted and decorated colorfully.

The adults, too, played a large part in the display. An exhibit showing examples of their work occupied a 40-foot table, triple tiered. Here the women exhibited examples of needlecraft, embroidery, crocheting, knitting, tatting, rug weaving, dressmaking, table sets, doilies, aprons, scarves and sweaters.

Hobby Exhibits

A G.I. Hobby Exhibit was under the direction of a returned veteran and displayed many trophies of the war. There were items from the South Pacific and the European theater, collected by playground directors while in the service. Among them were Japanese flags, hand grenades, rifles, powder pouches, bullets, bayonettes, hara-kiri knives, shoulder insignias, and many other souvenirs to remind us of the greatest of all conflicts just ended.

A Boy Scout made and set up his idea of a Boy Scout camp, mounted on compo-board, and complete to the minutest detail. A member of the community exhibited a collection of antique music

(Continued on page 282)

Summertime—and New Yorkers Are Playing!

THERE'S SOMETHING beyond wishful thinking to the old idea that the more attention you pay the heat the more you mind it. Thousands of New York City's well-known "teeming millions" are finding out that they can beat the heat with fun, thanks to Park Commissioner Robert Moses, Park Superintendent John Downing, and the crew of men and women whose job it is to get the most out of the City's park spaces.

The spring and summer schedule gets under way early each year and is varied enough to suit many tastes. For the athletically inclined there are active games and sports. For the music lover there are concerts of many kinds. Small fry look forward to the marbles tournament, the model yacht regatta, and the traveling shows. Their teen-age brothers and bobby-sox sisters can put on their dancing shoes and jive, jitterbug and swing to the alto sax of Johnny Bothwell, "the musician with an individual style that once heard is always remembered," or to that relative newcomer on the list of the "name" bands, the stylist of the trumpet, Dizzy Gillespie. Young and old can meet in another kind of dance program when Ed Durlacher and the Top Hands give out with music and calls for an appallingly large number of square dancers.

These are some of the highlights in a program for summer fun arranged for New York's parks by New York's Park Department. Hard work, serious planning and the cooperation of many groups in the City go into the development of its details.

Magic and Other Marvels

There's plenty of fun for children in New York come summertime. The Park Department's playgrounds draw them, from toddlers on up. They go about their small businesses earnestly — dressed admirably for the weather, their faces dripping perspiration of which they seem to be blissfully unaware. They add color to the parks, do these children, color and noise that scarcely disturbs the older bench sitters at their checker games because it is the sound of happiness.

Every day is holiday gay for the small fry. But eagerness stands tip-toe when a playground is host to a traveling show. Faces in every stage of interest from frowns to snaggled-tooth grins crowd as close as possible to Peter Pan, the Magic Man and his array of tricks. Custom does not seem to stale the everlasting wonder of the pink-eared rabbit which might almost have stepped straight out of the pages of *Alice-in-Wonderland* and into the Magic Man's hat, only shedding his masculine attire in the process. It's specially fun when you get a chance to hold the bunny yourself or to stroke his wiggling ears. Many a small human nose palpitates in unconscious—and unself-conscious—imitation of the little animal's.

No less memorable is the day when the marionette troupe parks its trailer at your playground and gives a show. Eyes grow wide with wonder as the Beanstalk starts to grow—and keeps right on growing. Breath is held in excitement when Jack grabs the Magic Harp and the Hen-that-lays-the-golden-eggs. Perhaps, if you are six years old, you have already heard that Jack will outwit the Giant and so "live happily ever after." But that is only what the book says. Now, with these marvels actually taking place on the miniature stage before your very own eyes and face, anything may happen. So there is wonder and excitement and a sense of adventure in far off times and places that, miraculously, are *really* here and now.

"Let Music Swell the Breeze"

There's a special quality about music that is heard out-of-doors. With no walls to shut you in and nothing but the breeze-filled space between you and "the heavens above" you can find an extra satisfaction in sitting and listening. The freedom of the air and the summer night are yours and rest sneaks into your mind and chases out the day's annoyances.

You can take your pick of concerts on many occasions in New York, for the musical bill of fare offers you wide choice—at no cost to you. If your taste runs with the teen-age love for dance music, hot or sweet in the modern manner, you can hear some of the good dance bands. If you are "agin" dance music you can listen to the Goldman Band playing Tschaikovsky or Beethoven or Grand

Opera. You can hear concerts by the American Federation of Musicians or by the City Amateur Symphony.

Or, should your taste run rather to to the singing of old-time songs you can go to the finals of the American Ballad Contest for barber shop quartets, listen to the quartets and, in the intermission, sing with the audience such old favorites as *Daisy Bell* or *Let Me Call You Sweetheart*. If you're a man and a member of a quartet you can take part in the contest singing.

Let's dance!

band with headquarters in New York provides the music for two hours of dancing at one of the parks. Like the concerts these dances are held out-of-doors. There's space and to spare for everybody who likes to "swing and sway."

Monday nights and Saturday afternoons are square dance time. Ed Durlacher does the calling and, with his assistants, guides novices through the intricacies of "swing that little sugar plum" and "allemande left." In 1945, 100,000 New Yorkers of all ages turned out to form sets at one or another of the "squares." On one occasion 4,000 dancers were swinging their partners and do-si-doing at the same time. And *that* was a sight to see!

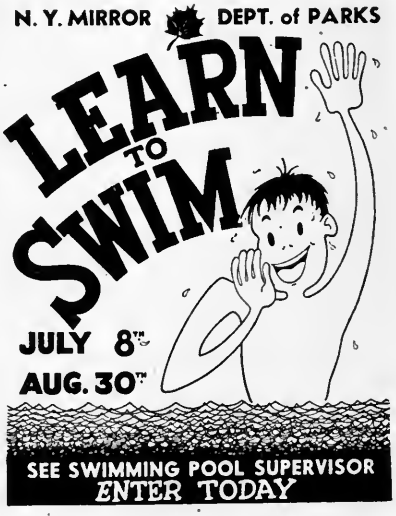
The Light Fantastic

If you're 16 —or 60, for that matter— there comes a time when the rhythm in your soul sets up an itching in your feet and you've got to dance. There's plenty of chance to indulge your fancy in New York's parks. Whether you want to be up to the minute with the latest creation out of South America by way of Arthur Murray or whether you prefer to turn back the clock to the days of your pioneering ancestors, you'll find the opportunity waiting to be taken.

Almost every week night from July 2 to September 13 a name band with headquarters in New York provides the music for two hours of dancing at one of the parks. Like the concerts these dances are held out-of-doors. There's space and to spare for everybody who likes to "swing and sway."

Posters

tell a



story

Tournaments A-plenty

Suppose that athletics and sports are your particular pleasure—as they are indeed like to be if you're just turning 13. There'll be plenty to interest you, too. The first event on the tournament sched-

(Continued on page 278)

Adventures in Ether-Land

By OTIS MORSE
Program Manager, Station WSBA
York, Pennsylvania

IT ALL BEGAN late last spring when the Director of TAC, York's Teen-Age Center suggested one evening, "Why don't you form a Dramatic Club? There are lots of our TAC members who are very anxious to get some experience outside of school on a stage—and with your background . . . ?"

It was a good question. The only thing that marred its perfection as far as I was concerned was that I had abandoned the theater for radio almost six years ago and outside of an occasional Little Theater performance had done little or no actual treading of the boards. And yet, the idea was interesting. Each year with the exception of my two Army years I had conducted the portion of York's Public School Vocational Conference for graduating seniors that dealt with theatrical work. It had been my painful duty in several meetings to attempt to explain lucidly that in the theater, as in most other lines of endeavor, it was impossible to get a job without some experience . . . and then, quell the waiting questions by saying, "Of course, one can't get experience without a job."

York has a very fine Little Theater. It is supervised by the Recreation Commission and pays a permanent, semi-professional director. But, naturally, parts are limited for teen-age boys and girls and the director's time is very well taken up with the five or six performances in her season. The literary societies of the senior high school produce two legitimate shows each year and a very ambitious frolic or musical . . . but when that's been done, there isn't much else. And I remembered my own almost wild desire to find an outlet for the theatrical ardor which has since burned down to almost nothing.

I appreciated the fact that TAC's members might also need an altar for their burning.

TAC

TAC was something new to me. It had sprung into being during the time I spent defending my country at Fort Meade, Maryland, and has been an aggressive, well-directed and well-attended organization devoted entirely to York's future citizens. It has, I believe, some 2,000 members and (as only teen-agers can be) they are vitally interested in everything. TAC was developed for them and by them. It occupies what was once the Alcazar Ballroom and is attractively decorated with school pennants and shields. The most popular piece of furniture is a juke box with a removable back and the coke bar runs a close second.

TAC members are from 13 to 19 years old and each one pays annual dues of $3.00. The center is open three nights a week—Monday, Wednesday and Friday from 7 to 10 P. M. for dancing, cokes or just plain teen-talking. There are parties, given on a regular schedule . . . holidays and other noteworthy occasions being commemorated in some special way. In addition to the social benefits, York's TAC offers self-management of the club and canteen, Junior Red Cross work, an orchestra, a fine chorus and indoor sports tournaments. To this, the director was asking me to add a Dramatic Club.

Somehow I doubted it!

The Idea is Born —

For a week I weighed the possibilities. I had seen TAC, I knew that it certainly could use whatever contributions a good radio campaign might shake loose, and I liked what I had seen of the terrific communal spirit, the almost fierce pride that these teen-agers (who had me trembling with fear) had displayed in their own canteen, their own dance hall, their own bar. I liked it . . . and I would like to be part of it.

When I finally got to the answer, it was so easy, I was ashamed for not having thought about it before. TAC members wanted dramatic experience. I had some of the same. I preferred radio as a medium of expression and I feel that radio offers more future for the greatest majority. I put two and two together and out came . . . "The TAC Radio Playhouse."

I told the director. She posted a note on her bulletin board asking everyone who was interested in appearing in dramatic shows over the radio to report to the TAC council meeting room at 7:15 one Tuesday night. I prepared some sort of stuffy lecture for that first meeting . . . something about the artistic (!) integrity required by an actor who

had very little rehearsal, no costumes or props to help him maintain his concentration and who was faced with the necessity for making his voice take the place of action—a radio actor. Just in case I ran dry I took along a copy of *Yale Radio Plays* that has a very fine Foreword on all phases of radio technique and training for actors, producers, writers and directors. In the meantime, I had written to the Writers' War Board requesting copies of scripts to use with my group and had received their assurance that a catalogue was on its way to me at WSBA. So, in spite of everything, Tuesday evening and 7:15 both arrived and, smiling to cover one of the worst attacks of stage fright I have ever had, I entered the council room, my hands clammy and my smile grown old on my face.

— and Presented

In the room were twenty or thirty young faces, all prepared to be friendly if the occasion arose and all very speculative about just how I was going to do this thing that they all wanted. As I opened my brief case, I "counted my house" which is an old term for checking to see how large an audience is and just what kind of an audience it might be. My house looked pretty good. There were a couple of familiar faces and strangely enough, no one seemed to be overawed by my tremendous age. A least no one looked shocked to see me totter in without help! . . . So far . . . so good. At twenty-five—I felt I had been "accepted" by an audience eight years younger than I.

By questions I found out first just who was interested in what phase of radio dramatics. I discovered that the great majority were interested only in acting and that most of them did not know about all the other jobs that go into the perfecting of any radio program. So, step-by-step, I tried to outline the duties of each member of any radio show . . . from producers and directors . . . down through musicians, actors, sound effects men, writers, engineers, and announcers. I found then, that all of the seven boys wanted to be announcers, one of the remaining girls thought she might like to be a radio musician, and one decided it might be fun to write programs.

I was excited! I explained my dream in which I saw "The TAC Radio Playhouse" as a complete TAC venture—writing, announcing, music, sound effects and production being done entirely by TAC members with as little adult direction as was necessary for interpretation and characterization. Immediately everybody wanted to be actors with the exception of two male die-hards. One still yearned to be an announcer. The other one had a date and wanted to leave. I revised my dream.

Our first meeting lasted for an hour and a half. We had a half hour of questions following my own unlearned dissertation and the first meeting of the teen-agers radio dramatic club broke up with everyone still friends. During the next week, my catalogue arrived from the Writers' War Board and I wrote and asked if I might beg more than one copy of each play I ordered, in order to save us processing time. They agreed very readily and pleasantly and I ordered six plays, including one by Mr. Arch Oboler and one by Mr. Norman Corwin.

Then, came the second meeting and this time I had my gang read cold some scripts of my own that had been lying around in my personal file for a couple of years. I was surprised to hear good readings with no rehearsal. Of my group of thirty, there were almost ten who stood out . . . ten people who could read, had pleasant, different voices and who didn't seem at all self-conscious or inhibited. But, by this time cold reality made me see that we'd do a lot better not to attempt to improve on the Messrs. Oboler and Corwin's direction and production of their own splendid shows! We just didn't have the stuff. I certainly couldn't direct them and I didn't want my "kids" to fall all over themselves with a difficult script, and possibly spoil a taste for any of these two outstanding authors' other shows. My problem now was to find scripts that would fit my teen-agers and still have enough appeal to hold the adult audience I wanted and needed to respond to our appeal for support for TAC, the Teen-Ager's Club in York.

The First Show

So, I sat down and wrote a show. It wasn't much—just a couple of people trying to solve the problem of day nurseries for children of war workers and finding the facilities for a splendid nursery home right under their noses. I wrote the thing one night on duplicator master paper and had one of the girls in the office run off twelve copies the next day on our duplicator machine. It was a first draft, a truly original script with no corrections and done in my own hobbling typewriting. By competitive auditions I gave out the parts, trying to fit my characters' voices and at the same time provide enough contrast for interest. Then I took

(Continued on page 284)

The Open Air Forum

By WALTER WOLF CAFFYN
President, Open Air Forum
St. Petersburg, Florida

IN A SEMI-TROPICAL setting of water oaks and Spanish moss, the Open Air Forum of St. Petersburg, Florida, has met daily except Sunday, through all seasons, for 25 years. Its 6,000 programs have been a judicious blending of popular education and entertainment. Speakers, entertainers, officers, listeners, tourists, home folk, regulars, transients—all without exception—are "members" when they are present. Twice each year, by printed ballot, the members elect a board of twelve governors. Each new board chooses four officers. Having attended to this, the governors may or may not, find other duties during the next six months. Everybody connected with the Forum serves without pay with the exception of sound engineers who are paid by the city.

The purpose of the Forum is to present lectures and discussions and such other types of program as the organization may approve. The president, either in person or through committees, carries out this provision. About half the meetings are given over to lectures, some of which are followed by questions. Other hours are used for short speeches, poetry, humor, story days and concerts. There are permanent chairmen who specialize in particular lines of work.

Williams Park is as large as a city block near the business center. It may, not improperly, be called the Forum's "campus." The title to this land is vested in the people of St. Petersburg for their use and enjoyment forever. Many groups use this area. Only the Forum exists wholly in, by and for Williams Park. This, together with its open membership, makes it in a very real sense a representative of the owners. The Forum, moreover, cooperates with other groups, particularly the City's Recreation Department. The Open Air Forum is strictly a people's organization meeting in a people's park, and thus it has filled its place in the scheme of local activities for a quarter-century.

Beginnings

Some say the Forum is like Topsy—that it never was born but just grew. This is not true! The Open Air Forum began its career November 26, 1920 and there can be no doubt as to the more salient facts of its colorful history.

On the night of Thanksgiving Day, a young veteran of World War I was sitting in Williams Park watching a game of roque and talking about a local resident, a brilliant conversationalist and student of recondite lore. The veteran was interested. "I want to debate with that man!" An introduction was promised for the next afternoon.

Shortly before the appointed hour, the veteran came to the Park and rounded up a few friends to serve as an audience. His opponent arrived a minute or two later. For half an hour the two men argued about whether or not Bacon wrote Shakespeare's plays. Then the whole party adjourned to the home of one of the debaters. There they sat on benches in the yard and attacked the question, "Do we live inside or outside the earth?" At twilight, someone suggested they form a permanent group to be known as the "Rag-chewers' Club" which should meet daily in Williams Park. The suggestion was accepted — unanimously and enthusiastically.

The first club had eleven members. After four weeks, the number had increased to fourteen. Then, one afternoon, those pioneer "rag-chewers" found themselves surrounded by 150 listeners! After that they decided to accept as full members everybody who cared to attend their sessions. A local band had been entertaining hundreds of people in a series of Park concerts. These ended on New Year's Day, 1921 and the Club membership jumped to 350. At the same time the hours of meeting were lengthened. Soon the Club found itself in session from 10 A. M. till 10:30 P. M.—12½ hours a day, 87½ hours a week! This continued for 10 weeks. Then with the approach of spring and the departure of many winter visitors, a seasonable decline began. The decline was gradual. At first it was only a little time that was taken out for meals, but by the middle of August the Club was meeting for one hour daily except Sunday and the attendance was 75.

Early Years

The first two years were highly eventful. Their history is a complicated affair which, if properly written, would fill a fairly large volume reading

more or less like Mark Twain! In later years the material which makes up the program has undergone an unscrambling process. But in the early days, the members passed with equal ease from the sublime to the ridiculous and from the ridiculous to the sublime.

Those years, too, witnessed the birth, life and death of two rival groups. The so-called "other club" was the first Open Air Forum. The University Club soon became the *second* Open Air Forum. The years also saw the original organization operating under other names—the Crowd of People, the Bamboo Club. Finally, at the age of 25 months, the original group actually adopted the name of its later rivals, the Open Air Forum. Incidents and periods of those years are referred to by such intriguing terms as the Golden Age, the eleven days of battle, the first and last parades, the mysterious noon-hour, under the bamboo tree, the days (or daze) of dual existence, and the *coupe d'état* of January 2, 1923.

The Club at that time was governed by simple, unwritten rules. One member was to talk at a time. Others might interrupt—politely—to ask questions or add points. Personal remarks were forbidden. There should be no permanent officers, but a temporary chairman should be chosen daily. These rules were well understood, for they were constantly kept before the membership. They were seldom broken. It is remarkable that the many discussions created little ill-feeling, although matters of club policy led to several serious squabbles. It is also surprising that these rules, originally intended to govern eleven friends, worked equally well after the expansion.

The first president was elected nearly five months after the Club's beginning and the rule forbidding the discussion of partisan politics and sectarian religion did not come till well in the second year.

Changing Pictures

Through the second period of its life, lasting three and a half years, the Forum was governed by a self-appointed, self-perpetuating board of directors. This consisted nominally of ten members. Actually there were usually fewer. During three summer seasons only the president and two or three aides stayed in the city. In July 1926, the president went north leaving the group without resident officers or directors. On a certain afternoon there was an attendance of only nine. They promptly elected a president of their own.

Then followed a period of 10 years during which direct elections were the rule. The Club's peak membership was reached in 1933-34 when the total attendance was 165,000. Toward the end of that period there was an epidemic of sponsored programs. The Forum, for a time, was little more than an outlet for other organizations. This system was quite popular with many members but it was highly distasteful to others. The ill-feeling it produced was harmful to the organization.

In May 1936 the Open Air Forum adopted its first constitution. This marks the beginning of the fourth or present period. The constitution provides a form of government partly representative and partly direct. The constitution is brief and elastic. It does not try to foresee every minor contingency which may arise through the years. In the main it gives definite form to traditional rules.

At the beginning of World War II, the Forum was urged to continue its activities without change, as a contribution to civilian morale. It met with the usual regularity but with reduced attendance. When a training center was established in St. Petersburg, the Forum hastened to change its meeting hours to accommodate rehearsals of the Air Force Band. Later, it moved temporarily to another park where it met in the shade of a large banyan tree. Here there were only eleven park benches but little by little the officers begged others from the city.

Reconversion

With the return of peace, the organization faced the problem of pulling itself up by the bootstraps, so to speak. Nearly 25 years had passed since its establishment.

The week beginning Monday, November 26, 1945, was designated as Silver Anniversary Week. Each day the bandshell was decorated in a different way and the programs were in keeping with the occasion. On the first day, after remarks by the vice-mayor of the city and the introduction of officers, governors, and past officers, the president, who by common consent is the historian, delivered an address on the beginning of the Open Air Forum. The only survivor of the eleven founders was an honored guest. Through the rest of the week there were lectures on the life of the chief founder and the cultural value of the Forum with one scientific lecture thrown in. One period was given to the reading of original anniversary poems. The week ended with a picnic at the Municipal Pier.

(Continued on page 285)

What They Say About Recreation

"CONVICTS ARE CAREFULLY protected from the bad influence of bad pictures yet, in public theaters young children and impressionable teensters are freely permitted to see pictures which are too dangerous for prison consumption." — *Jimmy Fidler.*

"Wilderness to the people of America is a spiritual necessity, an antidote to the high pressure of modern life, a means of regaining serenity and equilibrium."—*Sigurd Olson* in *National Parks.*

"What kind of community can be built to increase the count of hours that live as against the count of the hours that die?"

"Music can overcome hatred and conflict, and bring the poor and rich, the unfortunate and the happy, and the people of all races together in one shared emotion of sympathy and compassion."—*Leopold Stokowski.*

"Whatever culture we have in the future will be the outcome of how we use our leisure time."—*Eduard Lindeman.*

"Recreation is much more than a vacuum cleaner to remove black spots from city maps. It is a positive force and demands a positive place."—*G. Ott Romney* in *Off the Job Living.*

"It is a startling idea to most folks that happiness and satisfaction in living cannot be attained deliberately. They are like the fragrance of a flower that comes only to normally growing, expanding, continuously unfolding life."—*Frank H. Cheley.*

"Our earth is but a small star in the great universe. Yet of it we can make, if we choose, a planet unvexed by war, untroubled by hunger or fear, undivided by senseless distinctions of race, color, or theory."—*Stephen Vincent Benet.*

"I said to myself, what an amazing country. Everyone seems to take a real interest in everyone else. That, after all, is democracy."—*Elissa Landi.*

"When our recreation field is coming to include so many new specialties—art, music, drama, crafts, gardening, and a whole world of other appreciations, can we keep up with the procession unless we welcome, even treasure, every chance we have to lift our own culture by accepting the gifts from the culture of others who have expertnesses we ourselves do not yet possess."—*V. K. Brown.*

"A community consists of men living together in mutual respect and understanding, and working together for their common welfare."—*Eric Johnston.*

"Leisure is the spare time one has from the occupation by which one makes a living. . . . It is the margin of time which a man can control and spend as he likes."—*Allen Eaton.*

"The comradeship of youth and kin, that feeling of importance, of being recognized, and that fellowship of neighbors is truly an American joy."—*Mrs. William E. Reed* in *Yearbook, New Jersey Congress of Parents and Teachers.*

"Just to fool around—there can be a wisdom in this that at times passes all work-bound understanding."—*H. A. Overstreet.*

"Democracy, after all, means much more than going through the motions of popular government. It is an instrument to foster life, liberty, and the pursuit of happiness by the people at large in their daily working lives."—*Robert F. Wagner.*

"In order to have what is truly a community school all resources in the community that can enrich or add to the effectiveness of the educational program must be used. The school building or the small area on which the school plant is located does not and cannot contain all that is needed." — From *University of Nebraska Publication.*

"Every recreation program should have three dimensions — length of time, breadth of interest, and depth of meaning."—*R. Bruce Tom.*

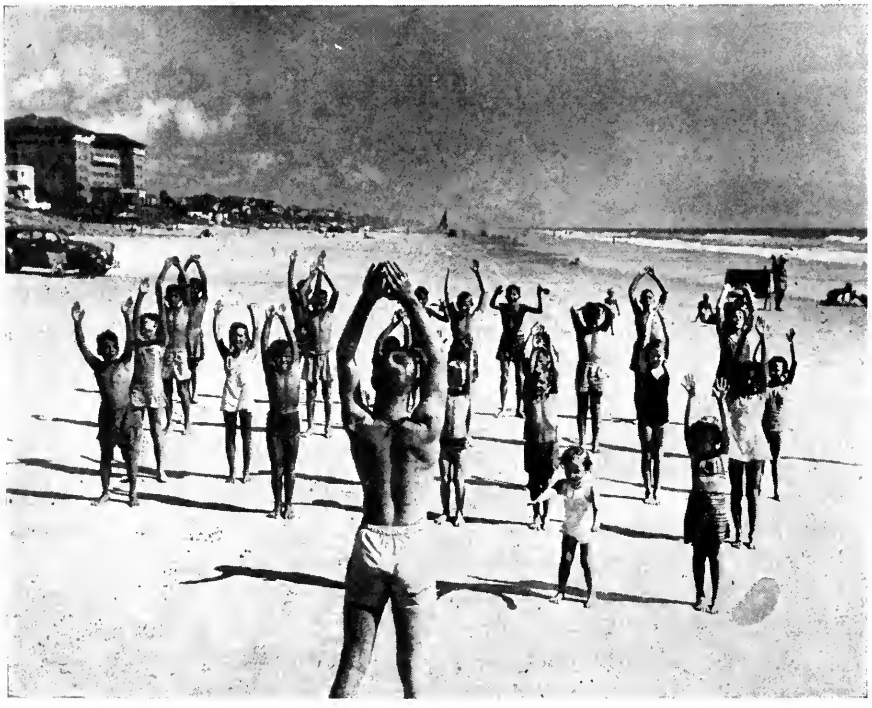
Seashore

Daytona B

Youngsters run to a block-long stretch of hard white sand roped off for their use in the summer

A life guard gives ad

Calisthenics follow a first swimming period



Playground
t
ach, Florida

A foot race is hotly contested

e on safe surf bathing

Older youngsters make up the Junior Recreation Orchestra which performs on the ocean front

Trap Shooters—Junior Size

MONROE, MICHIGAN, lies in the southeast corner of the State on the shores of Lake Erie. It has a population of 18,478. It has, too, a recent and interesting addition to its recreation program, the creation of which came right straight out of the needs of many of the families that make up that population.

Monroe's recreation workers were concerned about the number of accidents that happened each year because boys and girls were careless in handling guns or ignorant of their dangers. They felt, too, did these workers, that no amount of preaching safety measures would be as effective as practice, as actual shooting experience. So, they figured out a plan for making such experience available to Monroe youngsters.

They set about to plan a program on "How to Handle Firearms Safely," and then proceeded to think up ways to make the program fun for the youngsters. They decided to set up a range for trap shooting. For equipment they laid in a supply of .22 calibre shotguns and the special ammunition that this gun needs, flying targets of the same general kind as regulation targets but of a size suitable to the .22 shotgun to be used (2⅝" in diameter), and a trap which will throw the targets about 75 feet.

The next problem was finding an instructor. Here, the Recreation Department was in luck. One of the nation's leading trap shooters was on the spot and agreed to take over the job of teaching the youngsters. As an assistant, he had a local girl who was an outstanding participant in Michigan trap shooting meets.

So the program was announced, and nearly 100

(Continued on page 282)

Monroe Evening News Photo

Partyometry Begins with "T"

By ARLINE JANETTE BRAUER

YES, IT'S REALLY true that partyometry begins with "t"—for having a *theme* is the first axiom of the social science of entertaining. This axiom might even have been news to old Euclid himself if the Greeks had had a word for it in his geometric heyday!

Partyometry is essential to the social curriculum of every twentieth-century hostess, and a theme is essential to each party she gives. It is the theme which integrates a party and hence predestines its success. Furthermore, having a *clever* theme should be your goal, for it is originality which elevates the reputation of the hostess.

Choice of theme demands a thoughtful consideration of when and why you are entertaining. If your only motive is getting your friends together—and what motive could be more legitimate—then you will have unlimited sources to draw from. These include current fads, popular songs, books, parodies, news events, and anything else sensationally creative which your fancy may dictate.

However, more often parties are occasioned by holidays or by special events that need to be marked by celebration. Traditional holiday themes are always popular and, like a comfortable chair, they never seem to wear out. Clues to unusual "holiday" themes may be found on patent medicine calendars where dates for normally insignificant events or anniversaries are cited. But more general themes tend to become shopworn.

There are two ways to rescue such parties from the depths of the humdrum. One method is to narrow down the field to one aspect of the occasion, for example, "The Bride Prepares Her First Meal" or "What Happened to Betty on the Train." Unlimited implications immediately arise! The other alternative is to explore a hobby or occupation, for example, "Gardening a la Carte" or "Factory Frolic." Can't you see intriguing inferences already?

Factory Frolic

To make the point clearer, suppose there is a wedding in the offing for Doris and her aircraft factory foreman. Why not stage a Factory Frolic?

When you have made this decision, the next step is to take pencil in hand and write all words or phrases associated with the theme which occur to you. Such words and phrases as these might be included: report for work, overtime, identification button, airplane upholstery, night watchman, test flight, whistle at lunch hour, blueprints, thermos bottle, sack lunch, kerchief-on-head, foreman, time-card, tool room, and promotion. The more ideas you jot down the better, for those which you do not use can always be discarded later.

The third step in your partyometry problem is to examine critically each of these phrases in the light of potential invitations, games, decorations, and refreshments, for all aspects of the evening's entertainment should be built around the theme. For instance, your inspiration for an invitation may come from the first two words on the list, and the result may read like this: "You are requested to report for work at the Factory Frolic for Doris on Saturday, October 27, at 8 P. M. Do come, bringing your best smile. You may check your worries at the door. Sorry, no time-and-a-half for overtime!" Simple, isn't it, but effective and to the point.

Nor is constructing games a difficult task, for again the list of phrases will start your brain clicking on several possibilities, one of which is to vary a standard favorite. For example, a relay to pound nails into boards is an old game and a dull one, but if the boards are covered with bright-colored percale, the game can be twice as lively disguised as a contest to "tack on the airplane upholstery." Appropriately, the two sides in the relay could be named upholsterers and foremen. Another method is to invent entirely new games with materials suggested by the "association list." For example, tell your guests that, as night watchmen, they are to create identification buttons for each other. Then turn all the lights out and let each person sketch on a small circular piece of paper, the portrait of another guest whose name he has drawn. Squeals of delight as well as such remarks as "I didn't know I looked like this!" are inevitable. Or you may direct two or three guests to perform a stunt or pantomime which is a take-off on the theme—a "test flight" stunt, for instance. Let several guests make folded-paper

(Continued on page 285)

Social Recreation Institutes

By JESSIE R. GARRISON
State Supervisor, Health and Physical Education
Alabama Department of Education

IN AN EFFORT to meet increasing demands over the past few years for a varied program of recreation that would afford joy, relaxation, exercise, sociability, and a chance to make friends of strangers, regardless of their social, economic, or religious background, nine local school boards, in cooperation with the State Department of Education, the National Recreation Association, and the Alabama Congress of Parents and Teachers, provided for county-wide (including any city system or college) social recreation leadership institutes, each consisting of two-hour sessions for five consecutive days, beginning September 17 and ending November 21, 1945.[1]

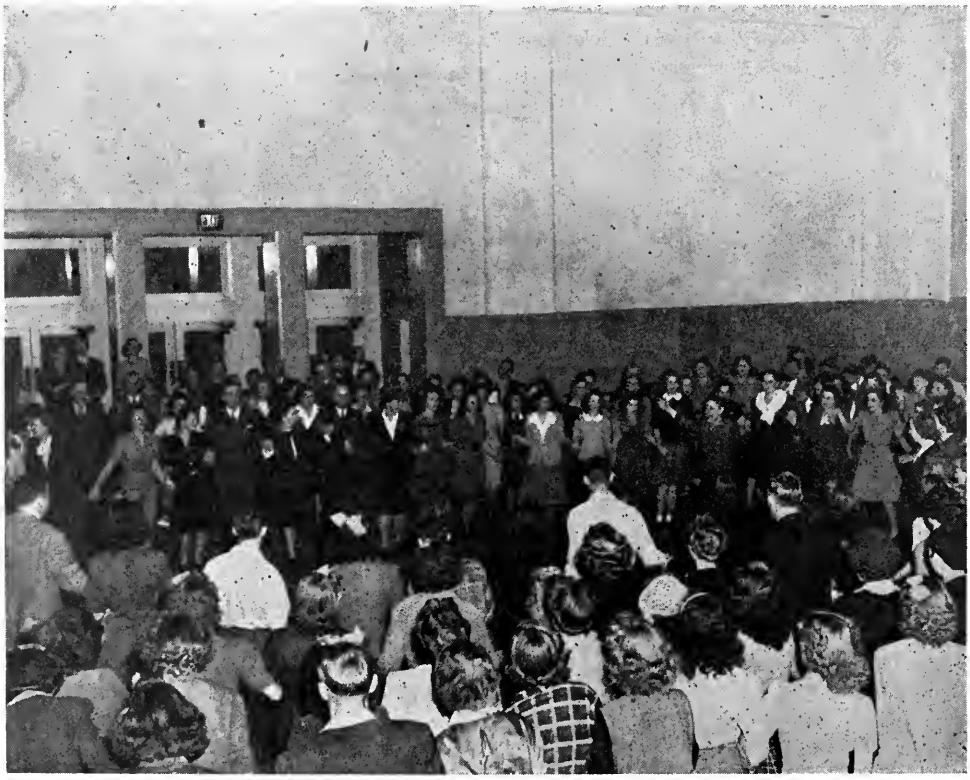
The primary purpose of social recreation is to develop within local areas sentiments, skills, and talents that stimulate happy association, warm fellowship, abiding loyalties, and to provide a medium through which the spirit of cooperation and goodwill can be established among local groups. Hence the policy in all of these institutes was to share the planning and the participation with all teachers, six to eight boys in the last two years of accredited high schools, county and city board members, any special teachers of physical and health education in local teacher-training institutions, and adults interested in social recreation leadership from P.T.A.'s, churches, public health and public welfare groups, service clubs, American Red Cross, American Legion, recreation and youth centers, camp groups, industrial groups, special workers in hospitals, men's and women's professional and civic clubs, the press, county and city officials, Boy Scouts and Girls Scouts, farm groups for both boys and girls, members of coordinated councils for social workers, and other specific groups such as TVA authorities.

Recognizing the differences in capacities, interests, and temperaments of those making up each local group, a great variety of activities requiring varying degrees of competence in thinking and acting were given. Among the topics considered were:

The need for skillful leaders in rural areas.

The erection of living memorials — such as playgrounds, swimming pools, gym-

Dancing for fun



[1] Two additional institutes under the direction of Mrs. Anne Livingston of the National Recreation Association were held in February 1946. Altogether, almost 2,800 leaders were trained in all of the institutes in Alabama.

nasiums, play fields, libraries, parks, recreation centers, trails, and camps—as symbols of gratitude to the sacrifice and devotion of local heroes. Such living memorials would provide for all members of local communities the fun of full and free participation in a number of activities and permit them to find relief from tension, strain, noise, worry, speed, and routine experiences.

Maximum use of existing facilities by all the people of the community.

Renewed emphasis on the need for more recreation for families.

Wise utilization of highly qualified leaders and provision of remuneration for them.

More assistance to churches in providing recreation.

Better cooperation among all leaders of recreation.

Emphasis on tax support for recreation.

Sources of recreation materials for program planning, since successful social occasions, including parties, must be meticulously planned with reference to organization of materials, the ages and abilities of the group, the season of the year, and the occasion.

More emphasis on leadership qualities relative to personality: cooperation, initiative, ability to organize, continuous self-improvement, dependability, patience, personal integrity, emotional stability, and physical fitness.

Successful teaching techniques—ways to impart information effectively; providing for self-expression; discover leadership; create enthusiasm through exemplary vivacity of personality; sincerity of purpose; appreciation and respect for others; social sensitivity to the need and abilities of those taking part; and the faculty of being able to use the activities to provide for fun, friendliness, and community kinship, thus easing the sense of loneliness, self-consciousness, feeling of inadequacy, and other such tendencies that depress.

Singing for fun

Activities Varied

The activities, consisting largely of that phase of the physical education program designed for joint participation of the two sexes, included a great variety of introductory and get-acquainted games and rhythms, active and quiet games for crowded spaces and unusual conditions, circle games and relays, pencil and paper games, quizzes and contests, dramatic stunts, singing games, grand march and Paul Jones figures, creative activities of varied kinds, games for small spaces and no equipment, old-time couple rhythms, folk and square dances, activities for hot and rainy days, crafts, and one big party demonstrating how social mixers, active and quiet games, dances and rhythms, and dramatic skits could be dovetailed to give the balance and harmony in a succession of experiences necessary to provide that true spirit of abundant living.

A diversity of occasions was planned whereby the instructor, Mrs. Ruth Garber Ehlers, and the regional representative, Arthur H. Jones, both of the National Recreation Association, the State supervisor of health and physical education and a representative group of local officials and professional leaders could see the possibilities available

within the respective local areas and discuss long-term plans for enhancing recreational opportunities for the local community and would attract others from distant places. Members of the Coordinated Council of Social Workers at Florence, which is in the TVA area, gave an outdoor supper in the patio on the college campus for members of the institute and representatives of all professional and lay groups; the local officials of the TVA at Guntersville provided a two and a half hour cruise on the beautiful lake skirting the town to view the great possibilities for parks, playgrounds, fishing, hunting, boating, trailing, camping, nature study, and outdoor living followed by a luncheon; and in several other places following the big Christmas party for the joint session of the two classes, a delightful social was provided by the host school with colorful decorations, refreshments, and hospitality that provided a spirit of genuine conviviality among the members of the group.

Better Relations Fostered

These county-wide social recreation leadership institutes have provided a significant means of bringing about happy and cooperative human relationships among all groups and agencies of entire county units. Among the experiences that facilitated better human relations were a planning committee by leaders of all professional and lay groups; making provisions for transportation; disseminating information through the press, radio, word-of-mouth, letters, posters, skits; collecting and exhibiting available materials on recreation; providing a clean, friendly, comfortable, and attractive place for the classes; soliciting attendance from interested and capable leaders; checking attendance and preparing certificates; taking, typing, and mimeographing the class notes for distribution to those taking the course; arranging for one social occasion for the joint classes and interested local leaders; taking pictures of the combined group in some characteristic activities; extending due courtesies and assistance to the instructor; making personal and group adjustments in order to attend the greatest number of meetings; planning by schools and other groups to keep alive a program of social recreation; and, to continue to influence other counties and cities to share in the effort to encourage recreation for all throughout the State.

Some of the values accrued have been noted by the fact that in several other counties many new books, pamphlets, and magazines have been added to the local school, church, and home library; in Monroe County every boy and girl of school age was invited to a Halloween party; the high school students, with the help of the supervisor in Chilton County who attended the institute, have carried on a social recreation program for all the high school boys and girls in their respective schools; increased demands have been made for daily programs of physical education for boys and girls in the high schools; a number of original dances have been written and used by local groups; a rhythms club has been formed in one county; many parties have been given by schools and other community groups; professional and lay leaders have received a new interest in wholesome leisure-time activities for various local groups; great demands are being made of the State Supervisor of Health and Physical Education for help in improving playgrounds, planning for recreation through the summer months, securing play facilities for all ages, recommending books in all areas of recreation, and a great number of requests are being made now by other counties for such in-service training for recreation leaders during the coming year.

It was my pleasure to participate in virtually every one of the 180 hours of instruction given during the nine institutes. Through such frequent and varied individual and group contacts much first-hand experience and information was acquired regarding needs in this area. Among the needs most often expressed and demonstrated were: more opportunities throughout the public schools for all boys and girls to have daily programs of physical activities that promote strength, endurance, and skills in a great variety of dances, games, and stunts suited to each age level; more adequate use of local leadership and facilities for get-togethers for boys and girls and men and women, such as dances, parties, picnics, play days, hikes; more and better library materials on all phases of recreation; use of the school for a recreation center on a year-round basis; more leadership education courses.

A few suggestions for bridging these social gaps would include an adequate year-round program of physical and health education providing for the detection and correction of remediable defects, proper nutrition, and a repertoire of games, dances, sports, socials, outings for all pupils at each age level sufficient to ensure proper physical development and needed recreational activities; planned opportunities throughout the year for suitable recreation, including youth and adults; expanded ef-

(Continued on page 286)

The Pit of Oblivion

By ANNABETH BRANDLE

A TALL, DARK figure mysteriously appeared from the woods, and spoke, "I am the Doowresh from the land of the Doowreshes. I come to Sherwood Forest Camp to explain my mission in life. I am the keeper of the Pit of Oblivion. Into my pit you may put those things which you wish to see banished from camp—poor sportsmanship, swearing, a song which has been worn out, coming late to meals, and all the others. All may be thrown into my pit and never more will they be seen or heard at Sherwood Forest. However, I can only be summoned by the members of the senate, and my messengers will notify you. Before you leave my mystic circle, I want you to chant my song —

Listen to the beat of the Doowresh magic drum,
To the mystic circle she has bid us come.
Harken to the Doowresh—Harken to the Doowresh.

As you leave the circle, chant my song. I will stand here until I hear taps sung in all the villages. You will leave now escorted to your villages by my messengers."

Surprise Meeting

The wide-eyed campers sat upon the logs in front of the fire and listened as the Doowresh explained the Pit. Their evening's program had been interrupted by the arrival of a masked messenger who instructed them to form in a single line and follow her—not a word was to be spoken. As they were led over the Archery Field to the Pioneer Village, whispers were heard, "What's it all about? At least we should have been able to get our flashlights," but they continued walking.

Suddenly they were halted by the messenger who said, "Here we will wait for further orders. Quiet, everyone." The campers stood in a line quiet as mice. Soon the other villagers were seen approaching in single file, their figures silhouetted against the graying sky. They, too, were stopped and waited quietly. Away off in the distance could be heard the sound of a tom-tom, and the messengers beckoned them to follow. After they were all seated the fire burst into flame. That was the signal for the Doowresh. When she had finished, the campers filed away from the fire silently. That night there was much talking in the cabins. "Oh, I know who it was." "You do? Who?" Next day many questions were asked of staff members but no one on the staff knew any more than the campers.

Getting the Idea

This first ceremony was the outcome of group thinking in the camp senate. Several summers before, the senate, whose job it is to plan activities for the camp as a whole and to consider any questions which concern the whole camp, was discussing the question of singing in the dining room. Some of the girls were very tired of some of the songs, wished they could be thrown out. Maybe by a vote they could decide a song should not be sung any more that summer. Someone suggested hackneyed songs might be put into a Pit of Oblivion, never more to be heard of again. So, that summer if a group felt that a song had been worn out their senate representative brought it up in the senate meeting, and the representatives reported the suggestion to all their groups. The next day, if the majority at the senate meeting voted to get rid of the song the president announced in the dining room that it had been consigned to the Pit and was not to be sung any more. The plan worked surprisingly well. The campers cooperated beautifully. It worked so well that the next summer, we decided it might be a good plan to work out a ceremony and elaborate on the idea.

During the pre-camp the idea was presented to the counselors. By the end of pre-camp we had planned only this far:

There should be a definite place for the Pit
There should be a keeper of the Pit
The ceremony should be as mysterious as possible

We felt that this skeleton idea was enough to present to the senate and the campers should have the fun of planning the rest.

"Written in Blood"

At the second meeting of the senate a mysterious letter addressed to the senate was placed on a desk in the program office. It was written in blood! (Lipstick.) It said that this year the keeper of the Pit of Oblivion was going to visit the camp. The visit was to be kept a secret. No one but the

senate should know. The senate would appoint four campers as the Doowresh's messengers and when the time came for the visit these messengers would be notified.

Only the village directors and program director knew what night the keeper was to appear. The messengers were informed that they were wanted at the program office and so left their villages. At the program office the messengers heard about the visit and put on their costumes. The essential part of the costume was the mask. They were not sent to their own villages, but to another to guide those campers to the Pit. They carried out their roles as described in the first part of the article.

The fun really began at the next senate meeting when the members discussed the meaning of the Pit of Oblivion. The campers were very serious. They had known there was to be a visit but they had no idea that it would occur at night. Now they set to work planning. Everyone should be on the lookout. If some undesirable thing was being done the senate would discuss it and, perhaps, the Doowresh could be summoned.

About the end of the first two weeks, some of the campers said in a senate meeting that there was a good bit of swearing around the boys' camp. Furthermore, campers were coming to flag-raising late, and so were making the whole camp late for meals. That started it and in the discussion that followed many bad habits were mentioned—such habits as poor sportsmanship, slamming doors, cracking gum while working in the craft house (this almost drove the craft instructor crazy). The campers also decided there were several songs that ought to go, so they decided to call the Doowresh. Each group of campers could put in the Pit a bad habit they wanted banished or a song they wished not sung.

Second Appearance

The senate chose a night and were sworn to secrecy. But a terrible thing happened! A letter was mysteriously dropped near the president of the senate. Someone had whispered about the visit of the Doowresh, and so it was all off. Feeling ran high. Who in the senate had whispered? Next time they planned anything they were certainly not even going to tell their best friends.

That night programs were held in the villages as usual. The members of the senate were very disappointed campers. Everyone went to bed. Taps sounded. Everything was quiet. Suddenly the messengers of the Doowresh ran through the village telling everyone to get up and follow them. Of course they were excited. The senate members were suddenly all smiles. Maybe no one had betrayed their secret and so once more they journeyed to the Pit of Oblivion, this time clad only in pajamas. (Missouri has warm evenings.)

The Doowresh appeared. She told the campers they could come forward as their villages were called and say what should be banished. Then the Doowresh said, "We want no more of this at Sherwood and therefore for each bad habit which is thrown into the Pit a penalty will be imposed just in case some one should forget."

Making It Work

The penalties were good reminders. For instance the penalty for being late to meals was the loss of dessert, which was divided by the other campers at the table. It was almost miraculous how the habit of strolling in to meals was suddenly corrected. If anyone were heard swearing in the boys' camp, said the Doowresh, all who heard him say the dreaded word could "cork" his arm. Everybody started watching their speech — including some counselors!

We were pleasantly surprised at the way everyone cooperated. Of course all these bad habits didn't just suddenly disappear but at least the campers were thinking about them, and they did try to get rid of them. Some disappeared completely, others would crop up occasionally.

We have had many amusing incidents concerning the identity of the Doowresh. Of course no one ever knows. The first year we chose the clerk in the office—first because she was so tall (Shorty was her camp name) and second, because we felt the campers wouldn't miss her from the group as much as they would the counselors. Shorty didn't disguise her voice and all the campers said, "Oh, that was Shorty." Of course the staff was ignorant.

At the senate meeting when they were deciding about the second visit of the Doowresh, someone suggested that maybe the staff should be asked if there were anything they would like to throw into the Pit. When Shorty's name came up one little innocent girl said, "Why Shorty couldn't put anything into the Pit because she's the Keeper," and then, much distressed because she thought she had revealed a secret, she covered her face in embarrassment.

Right then and there we determined that Shorty would not be the Keeper that night. When the

(Continued on page 285)

WORLD AT PLAY

United Nations Week

SEPTEMBER 3-9 has been designated United Nations Week at the instigation of the National Broadcasting Company. Schools, churches, women's organizations, labor groups, luncheon clubs will cooperate with the radio network and its affiliated stations to bring to the attention of the nation the opening of the United Nations Assembly in New York City. During June, July and August five NBC program series will be devoted to the interpretation of the United Nations or to the fostering of better understanding of peoples. The schedule of programs so dedicated is as follows:

Concert of Nations.....	Thursdays	11:30 P.M.*
Tales of the Foreign Service..	Fridays	11:30 P.M.
The Pacific Story.....	Sundays	11:30 P.M.
Our Foreign Policy.....	Saturdays	7:00 P.M.
Home Around the World.....	Saturdays	9:00 A.M.

*All times given are EDST

Folk Dance Festival

A FOLK dance festival was held in the latter part of January at a neighborhood recreation center in San Francisco. Over 200 costumed couples danced polkas, schottisches, mazurkas and many other national dances, while the total attendance numbered over 1,000.

Forestry Meeting

A NATIONAL town meeting to discuss American forests is in the making. On October 9, 10 and 11 in Washington, D. C., the American Forestry Association will hold a Congress. The use of forests for recreation will be one part of the discussion.

Memorials

TWO WAR memorials have recently been announced. The Board of Trustees of the University of New Hampshire have selected a site for a $250,000 Memorial Union Building honoring former students who served in World War II.

Citizens of Dana, Indiana, have contributed funds to create a park, to be completed this summer, as a memorial to Ernie Pyle, who was born in that town.

MEDALS—50c Up

AWARDS for very sport and activity including camp, swimming, archery, tennis, softball, basketball, baseball, track, etc.

Send for Illustrated Bulletin

INTRODUCTORY OFFER

Send $2.00 for set of three medals in plain boxes, this includes U. S. Excise Tax of 20% in any sport (1 Gold Plated, 1 Silver Plated, 1 Bronze Plated).

U.S. Medal & Emblem Co., Inc.

Mfg. Jewelers

35 Maiden Lane, N. Y. 7, N. Y.

Postwar Development in the District of Columbia—The Federal Works Agency advanced $34,625 on March 2 for land studies to determine how best to improve thirty playgrounds in the District of Columbia. The studies will provide recommendations for the expenditure of $1,245,000 in the Recreation Department's postwar development program.

German Youth Receiving G.I. Aid—American Occupation Forces will assist in the development of recreation and athletic activities for the young people of Germany and will share Army facilities and equipment with them. Concern over rising delinquency and vagrancy among German youngsters and the danger of political complications is largely responsible for the plan. Eleven principal full-time liaison officers will be appointed to work with the Military Government's present youth officers.

The Military Government is planning to assist County Youth Committees in setting up youth activities including sports competitions, movies, crafts, and volunteer service. German youth organizations may now, for the first time, expand from a county to a state-wide basis. Political activities are banned and uniforms and emblems must have the approval of the Military Government.

Funds for Recreation—Here are some recent appropriations for recreation:

Oxnard, California—population 8,519—approved by referendum a special recreation tax levy of 15 cents on $100. Credit a good promotion campaign for this success!

Center Line, Michigan—population 3,198—approved a two-mill recreation tax. Vote—3 to 1 in favor of the tax.

Akron, Ohio—population 244,791—through the Board of Education has set aside $10,000 to match an equal amount from the City Council for a summer playground program. Result—more than fifty playgrounds in operation in 1946.

A Loom for a Song—You can do a lot of fine work on a small loom. And you can get such a loom, along with a manual for its use, for a small cash outlay. The Little Loomhouse, Kenwood Hill, Louisville 8, Kentucky, has a sub-assembled loom now available. The price, with the manual, is $6.50.

Closing Up—From West Hartford, Connecticut, comes the following report of a teen canteen casualty:

"Attendance at the Teen Canteen fell off rapidly during January and February, reaching an all time low on March 1, with 20 boys and girls present. Because of the decrease in attendance and the apparent lack of interest in the program, the four Elmwood community groups and the Department of Recreation, co-sponsors of the project, deemed it wise to discontinue the Canteen following the meeting on March 1. Since the Canteen was closed before the end of the school year as originally planned, a refund was made to all members of the Canteen upon presentation and surrender of membership cards."

For the Blind—Do you know that a braille edition of the magazine *Wee Wisdom* will be sent free on request to any blind boy or girl who can read revised braille, grade one and a half? The magazine is designed to interest age groups from five to 13 years.

Soldier of Peace—Four years ago a 15-year-old boy ran away to war. Leaving his school in the United States he eluded the police of two nations and joined the Free French. For four years he fought beside the men of his native land. Now that the war is done he has a new kind of battle to fight—a new assignment to duty. Today François La Cloche is fighting to help other young Frenchmen remake their lives. He is working on a threefold plan to provide in France, among other things, centers with facilities for meetings, sports, recreation and study.

Sports Equipment Needed!—One of the many backwashes left in Europe by the war is the acute

NO TIME OUT
... for many seasons

the finest performance . . .
under all playing conditions over
the longest period of time.
VOIT

• AMERICA'S FINEST BALL •
VOIT
ORIGINATORS OF RUBBER COVERED ATHLETIC EQUIPMENT

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need for athletic and sports equipment. Under the Hitler regime such equipment was systematically destroyed. Young people in Europe were, at the same time, systematically introduced to degenerate practices. Now the Y.M.C.A.'s of this country are endeavoring to find and to send to needy Europe through Poland, and to the Far East through the Philippines replacements for this lost equipment. Further information about specific needs and suggestions for setting up a collection campaign are available from Harold T. Friermood, Senior Secretary for Health and Physical Education, National Board, Y.M.C.A.'s, 347 Madison Avenue, New York 17, N. Y.

Safety—First, Last and Always—Two recent statements underline the contrast in the accident rate. The National Safety Council reports that more children in the United States are killed by accidents than by any one disease. And the Chief of Police in Seattle, Washington, points with pride to the Junior Safety Division of the Police Department which completed 1945 with a perfect record. Which side are you on, Recreation Workers? And what are you doing about it?

Special for Mothers—On May 12, 1946, the St. Paul Playground Department presented for the second year a program which bids fair to become an annual event. Guests of honor were the city's mothers. The occasion was a music festival. Participants were selected in district eliminations by a committee from the St. Paul Musicians' Association. Included in the program were solos for various instruments from accordion to violin, solo songs, madrigals and numbers for chorus and orchestra. Cooperating with the Playground Department in the project were the St. Paul Local of the Musicians' Union, the Booster and Mothers' Clubs and a P.T.A.

Note Time and Station!—The third annual All-American Boys' baseball game is going to be played this year at Wrigley Field, Chicago. Teams of boys representing the areas east and west of the Mississippi have been selected by thirty-two sports writers as their candidates for future big league stars. Obviously all the baseball fans who would like to see this game won't be able to. Therefore, the Wilson Sporting Goods Company and General Mills, Inc., are sponsoring a broadcast. Harry Wismer and Johnny Neblett will give a play-by-play description on the ABC network at 2:30 P.M. EDST on Saturday, August 10.

E. Walter Clark

Loyal Supporter of Playgrounds

ON APRIL 4, 1946, E. WALTER CLARK, investment banker and sportsman of Philadelphia, died after a brief illness, at the age of eighty-eight. He was head of the family investment firm of E. W. Clark & Co.

In the year 1920 Mr. Clark bought and raced the sloop *Resolute* after she had won the America's Cup Race. His sloops and schooners were regular participants in yacht races along the Atlantic seaboard for many years.

In his earlier years Mr. Clark participated in national and international cricket matches in the United States and in England.

E. Walter Clark and his wife were among the early promoters of recreation under leadership in Philadelphia. Mr. and Mrs. Clark bought a tract of land in Germantown which they called "Happy Hollow," laid it out as a playground and put a charming recreation building on it. This they deeded to the Playgrounds Association of Philadelphia which eventually, after years of successful operation, transferred the title in 1932 to the City of Philadelphia on condition that the city maintain it as a playground under leadership. In architecture, facilities and layout, this was a model playground.

Mr. and Mrs. Clark also acquired and gave to the Playgrounds Association a tract of land adjacent to the old Shot Tower in South Philadelphia in one of the most congested districts. This is now a part of one of the most useful playgrounds in Philadelphia, having been leased by the Playgrounds Association to the city of Philadelphia at a nominal sum and operated by the city since 1920.

Sydney P. Clark, their son, was for several years a director of the Playgrounds Association of Philadelphia. E. Walter Clark's brother, Clarence M. Clark, and Mrs. Louis C. Madeira, his sister, were both directors of the National Recreation Association, and Clarence M. Clark was also a director of the Playgrounds Association of Philadelphia. Clarence M. Clark's son, C. Sewall Clark, continues the family interest, serving as Chairman of the Investment Committee of the National Recreation Association.

The Association herewith records its deep debt to E. Walter Clark and Mrs. Clark for their inspiration and generous gifts which did so much toward initiating the playground movement in Philadelphia.

If You Can't See Them . . .

Tune in these Sports Classics!

Wilson's parade of coast-to-coast radio broadcasts includes the three outstanding sports classics listed. Mark your calendar. Don't fail to listen in.

AUGUST 10, 1946
Wrigley Field, Chicago
EAST VS. WEST ALL-AMERICAN BOYS' BASEBALL GAME
Co-sponsored with General Mills
COAST-TO-COAST ABC NETWORK
2:30 p.m. EDST

AUGUST 23, 1946
Soldiers' Field, Chicago
ALL-STAR FOOTBALL GAME
LOS ANGELES RAMS VS. COLLEGE ALL-STARS
Exclusive Wilson Broadcast
COAST-TO-COAST MUTUAL NETWORK
9:30 p.m. EDST

DECEMBER 15, 1946
NATIONAL PROFESSIONAL FOOTBALL LEAGUE CHAMPIONSHIP GAME
Co-sponsored with General Mills
COAST-TO-COAST ABC NETWORK
1:30 p.m. EST

Another service rendered to America's thousands of sports fans, by

Wilson

Wilson Sporting Goods Co.
Chicago, New York and other leading cities
(A Wilson & Co., Inc. subsidiary)

IT'S WILSON TODAY IN SPORTS EQUIPMENT

State Recreation Notes

"JUST AS WE have set about this conservation of our soil, forests, minerals, game and fish to make certain that our natural resources are not depleted in the future, so must we conserve our people. The natural resources are worthless unless the people of the State can obtain their fullest use and enjoyment. The proper direction of our social program with this in view is a grave responsibility shared by the counties and the State."—*Governor R. Gregg Cherry* in *North Carolina Public Welfare News* for March, 1946.

"The tremendous demand for the State Conservation Commission's new outdoor and highway map has necessitated a reprinting, and an additional 40,000 will be available in the immediate future. The maps have a full-scale up-to-date highway map on the face. The obverse side contains five maps showing the State parks and recreation areas, public shooting grounds, major fishing streams and lakes, trout waters, and a game distribution map. The map is mailed free upon request by the State Conservation Commission, Tenth and Mulberry, Des Moines 8, Iowa."—*Iowa Conservationist,* June 16, 1946.

Attendance at State parks in 37 States in 1945 totaled 57,649,204 visits, according to statistics compiled by the National Park Service. This was an increase of eight million over the figures of 1944. Reported expenditures in State parks rose $4,000,000 to $10,500,000 in 1946. Increase in area amounted to 87,837 acres. Of this increase 82,215 acres were obtained by purchase and 5,405 acres by gift.

In personnel State parks showed an increase in year-round workers from 2,233 to 2,433 and in seasonal workers from 2,754 to 4,800. The increase in professional year-round State park workers was from 97 to 105.

Figures for both years are not complete. In 1945 returns were received from 68 agencies administering State parks, parkways, monuments, historic sites and related types of recreation areas in 39 States. The questionnaires were sent to 91 agencies. The survey is conducted at the request of the National Conference on State Parks.

Notes from Delaware

WILMINGTON, Delaware's Recreation Promotion and Service, Inc., began on May 15, 1945. Early in 1946 the organization published its first report. It is an exciting document—exciting both because of what it reports and because of the format in which that report is made.

Additional information is being added to that first year's achievement record. In May, the Recreation Promotion and Service, Inc., in cooperation with the Wilmington Board of Education started a series of recreation leadership meetings for anybody interested in recreation leadership to provide leadership training in various phases of recreation activities.

A marble tournament was conducted by the organization, the Wilmington Board of Park Commissioners and the Catholic Youth Organization for youngsters in New Castle County.

The Executive Director of the group conducted a survey of all organized community recreation programs to be carried on in Delaware during the summer. He estimated that Delaware communities will spend a total of more than $20,000 on these programs. In some cases 100 *percent* citizen participation was expected in these community programs.

Recreation Promotion and Service, Inc., lists the following seven objectives as its goal:

1. To cooperate with other recreation and service agencies.
2. To disseminate information concerning the activities of clubs, leagues, forums, public programs, and guide people to an appropriate one.
3. To determine whether any section of the community is hungry for recreation and help meet the need.
4. To start or develop new play groups, always encouraging the participants to work toward the self-government and self-sustenance of their own activities.
5. To encourage anyone with a skill to assist others to acquire that skill.
6. To experiment with and evaluate new activities which may ultimately be assumed by already existing agencies, such as clubs, character building services, or division of government.
7. To serve the interdependent recreation needs of the city and country dwellers in the Wilmington Metropolitan Area.

Sidney Hillman

IN THE DEATH of Sidney Hillman the whole world has lost a statesman who cared deeply for the art of living. His contribution was not only to labor and politics. Characteristically, when in the early years after coming to the United States Sidney Hillman was out of work for a rather long period, he used his enforced leisure to extend his knowledge of music, literature and drama.

During the depression period he found time to give service to the National Youth Administration. His mind was ever creative, constructive, positive. He cared deeply for the youth of America, for recreation and for all that goes to make permanently satisfying living. He was one of the individuals who found it easy to think in terms of trusteeship for all the people.

Convention Reports

Play School Association

AT A RECENT MEETING of the Play School Association an adult panel discussed schools and teachers. They were pessimistic about the future of good school planning to integrate children with the world they live in.

Mary Craig McGeachy, Director of Welfare, UNRRA, told interestingly of the ways in which the human spirit all over Europe is rising above misery, not only the miseries of the occupation but the miseries of hunger and nakedness and lack of shelter and cold. "The liberated countries," she said, "are hungry and cold and homeless and naked. But there is a richness that lives in poverty, a kind of life that is springing up in liberated Europe."

There is evidently something in the human spirit that cannot be kept down, no matter how great the difficulties are.

Dean Ernest O. Melby of the New York University School of Education thought that we do know clearly the kind of life we should live, a life based on the primary importance of people, but that we are unwilling to act on this assumption. "We shape boys and girls to books and desks and schedules and administrative convenience instead of helping them to be the unique, creative beings they were intended to be. We know what we

ought to do, but we are afraid to lose something, afraid to admit that a boy is worth more than a book. All over the world people are convinced that our talk is better than our deeds. The American spirit is going to be sick until the American people catch a glimpse of their own dream and translate it into reality.

"Democracy is a hard way of life. It requires discipline, self-sacrifice, a sense of social responsibility. Unless we accept it as such and practice what we preach we shall lose our freedom."

Fifty-First Annual Convention, American Association for Health, Physical Education and Recreation

THE AMERICAN Association for Health, Physical Education and Recreation held its fifty-first annual convention in St. Louis, Missouri, April 9 to 13. Three divisional meetings were devoted to recreation. They were lively and stimulating. One of three speakers at the keynote general assembly, Carl Nordly, talked about recreation, stressing its importance for all ages and noting its democratic growth and development. V. K. Brown of Chicago spoke at the fourth general assembly on "Recreation in a Post-War World."

The three sessions of the recreation division working conference were held on Wednesday, Thursday and Friday. The first, chaired by Harold D. Meyer, had for its subject, "Training for Recreation Personnel." Mr. Meyer gave a preview of training developments which was followed by three talks—"As a Director Views the Training of Personnel," by V. K. Brown, Director of Recreation, Chicago Park District; "The Building of a Recreation Curriculum," by Jay B. Nash, Chairman, Department of Physical Education and Health, New York University; "Training of Volunteers," by A. H. Wyman, Executive Director, St. Louis Park and Playground Association. A general discussion of the subject followed these talks.

The second session of the recreation division conference was devoted to a consideration of State and community organization for recreation with Harlan G. Metcalf of the National Recreation Association in the chair. The meeting was given over to a general discussion of the subject which lasted from 9 to 11:40 A. M.

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John S. Cravens

IN THE DEATH OF JOHN S. CRAVENS, referred to often as Pasadena's leading citizen, the recreation movement lost a valuable and devoted friend. For some 20 years John Cravens, as sponsor for the National Recreation Association in the Pasadena area, not only matured support for the work of the Association but made an annual personal gift of substantial amount.

I first learned to know John Cravens and his interest in the welfare of youth in connection with his service with the late John B. Miller in sponsoring the Public Schools Athletic League of Pasadena which was organized during the first decade of 1900.

In many respects John was a gentleman of the old school and for many years his chief personal hobby was the maintaining of a fine string of horses for himself and his wife and friends who enjoyed the hospitality of his estate on South Orange Grove Avenue, Pasadena. His second personal hobby was golf and he was a sponsor of many tournaments at the Midwick Club not far from Pasadena of which he was a founder and charter member. He was also active in the Annadale Club and sponsored many tournaments there.

In the field of civic and philanthropic endeavor Mr. Cravens' major interests were the National Recreation Association and Pasadena's rightly famous scientific research center, Cal-Tech.

I always had inspiration and encouragement in discussing the problems of our national service with John Cravens which he was always willing to review in an unhurried manner.

—George W. Braden

For the third session of the conference Milo Christiansen, Superintendent of Recreation, Washington, D. C., was chairman. The subject for discussion was "Community Use of School Facilities for Recreation." Panel consultants included Karl W. Bookwalter, Assistant Professor of Education, University of Indiana; Harry D. Edgren, Professor of Health and Recreation, George Williams College; John Lundlam, Director of Physical Education and Recreation, Maywood, Illinois; Grover W. Mueller, Director of Physical and Health Education, Philadelphia Board of Education; Arthur E. Todd, National Recreation Association Staff; Lester Warren, Director of Recreation, Kansas City, Missouri.

Harry D. Edgren summarized the recreation meetings at the final session of the Convention on Saturday morning.

Rid Your Pool of Algae

EVERY POOL OWNER or operator, at one time or another, is faced with the problem of eliminating algae from the swimming pool water. The process means shutting down the pool at a most inopportune time to remove algae deposits, involving considerable labor and expense, as well as loss of revenue. To remedy this situation, the Inertol Company, Inc., has developed and introduced a new product, called "Exalgae" for eliminating algae from swimming pools.

In the past, copper sulphate and chlorine in large doses were principally used for the removal of algae from pools. However, both of these chemicals are deleterious when used in the strong concentrations which are necessary to retard the growth of algae. It was also found that some types of algae seem to be actually resistant to the action of these or other irritant chemicals.

This new product, "Exalgae" is not a poison. On the contrary, it is a harmless solution which, in the strength recommended for algae removal, has no deleterious effect upon the skin or mucous membranes of the pool patrons and is used without shutting down the pool. Chemically, "Exalgae" is an aqueous solution of Dimethyl 9 Octadecenyl Ethyl Ammonium Bromide. Free from any unpleasant features, this new product decidedly adds life and sparkle to the water and makes the use of the pool more enjoyable to the swimmers.

By upsetting the osmosis of the algae cells, it causes the algae slime to disintegrate and disappear through the filters. To keep the pool clear of algae after the initial dosage, small quantities of "Exalgae" are added to the water at regular intervals.

"Exalgae" has been used with success in all types of pools, public and private, with and without circulating systems. Under normal conditions, one gallon of "Exalgae" is required for the initial treatment of each 50,000 gallons of water. After this first application, only one quart need be added weekly to each 50,000 gallons of water. For public pools with a large attendance, a daily dose is recommended in the amount of one quart for each

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100 persons using the pool at one time. These dosages are based on average conditions and may be revised upward or downward to meet special circumstances, such as pool weather, abnormal bathing loads and so forth.

It should be pointed out here that "Exalgae" does not replace chlorine as a germicidal agent. Accordingly, chlorine is recommended to be used simultaneously with "Exalgae." In public pools, however, "Exalgae" causes the chlorine demand to drop as the chlorine is no longer used up in fighting algae.

In recirculation pools, "Exalgae" is preferably added after the pool has been freshly filled or after the filters have been backwashed. The necesssary amount of "Exalgae" may be simply poured into the pool from any part of its circumference, as it will quickly distribute itself through the entire pool. While "Exalgae" may also be added through the filters, it should be remembered that it is not fully effective in controlling algae until the specified amount of one gallon of "Exalgae" to each 50,000 gallons of water is present in the pool.

The water should be kept on the alkaline side. In other words, for best results a pH of 7 to 7.5 should be maintained.

The enthusiasm with which this safe, effective algaecide has been used, is manifest in a typical testimonial letter that is quoted elsewhere in this issue of RECREATION.—*Dr. A. F. Pistor.*

Summertime—and New Yorkers Are Playing

(Continued from page 254)

ule this year was the Spring Sports Tournament for boys and girls up to 18 years of age. The Sports Tournament ushered in — and was itself ushered in by—roller hockey. This contest was open to boys 15, 16 and 17 and ran from March 11 to April 28. Handball—for boys and girls 15, 16 and 17 years—partly overlapped the roller hockey events lasting from March 15 to May 19. A horseshoe tournament for boys ran from April 15 to June 16, table tennis—with four participating classes—from May 1 to June 22, and shuffleboard for boys and girls from May 1 to June 15.

Elimination marbles matches were played off at 300 playgrounds during the first week in June as the initial step in determining the marbles champion for the City. In June's second week the playground winners in each of 22 districts competed for district honors. Four winners from each district went up for the borough finals, and four winners from each of the five boroughs fought it out in the city-wide finals the following week. If you figure that out, it means a lot of boys and girls from 12 to 14 who knuckled down in New York's parks in the month of June.

In July and August the New York Athletic Club sponsored four athletic meets to select from among boys and girls under 17 candidates for a city-wide competition in September. Elimination meets were held in Manhattan, Brooklyn, the Bronx and Queens. Other athletic meets featuring track and field events were held at other times during the summer under the sponsorship of other interested groups in the City.

A softball tournament began on the playgrounds on July 8 and went merrily along through July and August to a grand climax in the city-wide championship contests on September 7. Each team was allowed 15 players, boys 14, 15, 16 and 17.

The New York Park Department has 514 tennis courts available to anybody for a small fee. In each borough tournaments were arranged to be played off during July and August. Matches were set up in three classes — men's singles, women's singles and junior boys' singles.

Like so many other cities and towns in the United States, New York is becoming increasingly conscious of the non-swimmers in the community. This summer a learn-to-swim campaign is being featured in the 17 Park Department outdoor pools during July and August. Would-be swimmers master the fundamentals in 10 easy lessons, then go on to improve their skill in courses for intermediate and advanced swimmers. In addition, swimming tournaments for girls from 11 to 17 years and for boys from 11 to 19 are held in July culminating in Junior and Senior Metropolitan A.A.U. Championship events.

It is obvious that you can beat the heat in New York if you take advantage of the things the Park Department has planned rather than spending your spare time asking your neighbor the classic summertime question, "Well, is it hot enough for you?"

Florida Field Day

JUNE 7, 1946 WAS GRADUATION day in Miami Shores Village. June 6 was a free day for school-age youngsters, and on that day the Recreation Department planned big doings for playground patrons.

The activities began at 9:30 A.M. with a parade of decorated bicycles and, 15 minutes later, a two-mile bicycle road race for senior boys and girls. Day's end brought an end to the program in a father and son softball game. Children, parents, city officials, merchants were 100 *percent* behind the project. Stores offered space for window displays. Newspapers carried publicity articles and entry blanks, took pictures of the events. The meeting place and all its facilities were provided by the Kennel Club.

The program follows:

Bicycle Parade starts at Community House 9:30 A.M.
Road Race starts at Village Office .....9:45 A.M.

At Track:

Softball Throw—distance—accuracy.....Open Event
Fungo Hitting—distance .....Open Event
Basket Shooting—best in 10 free throws..Open Event
Pet Parade .....Open Event
Beauty Contest—selection of "Miss Miami Shores" (Girls under 20)
Pie Eating Contest .....Open Event

RECESS

Thirty Minute Movie on "1945 World Series" to be shown under grandstand
Finals.....Village Ping-Pong Championship

Track and Field Events:

880 Yd. Run	440 Yd. Run	220 Yd. Run
100 Yd. Dash	75 Yd. Dash	50 Yd. Dash
25 Yd. Dash	440 Yd. Relay	Javelin Throw

Discus Throw. Watermelon Eating Contest
Archery Contest
Father and Son Softball Game in East Parking Area

Classes:

Girls
Boys
Juniors under 13 years of age
Intermediates under 16 years of age
Seniors under 20 years of age

Program for the County of Los Angeles

THE LOS ANGELES COUNTY Department of Parks and Recreation was formed July 1, 1944, by combining the functions of the Parks Division and the Roadside Tree Division of the Department of Forester and Fire Warden with the Department of Recreation. Mr. John R. Wimmer, former Superintendent of Parks, was appointed Director.

The Department was formed in order to remove jurisdictional difficulties in the needed and strongly desired extension of park and recreation facilities and programs through the unincorporated areas of the County.

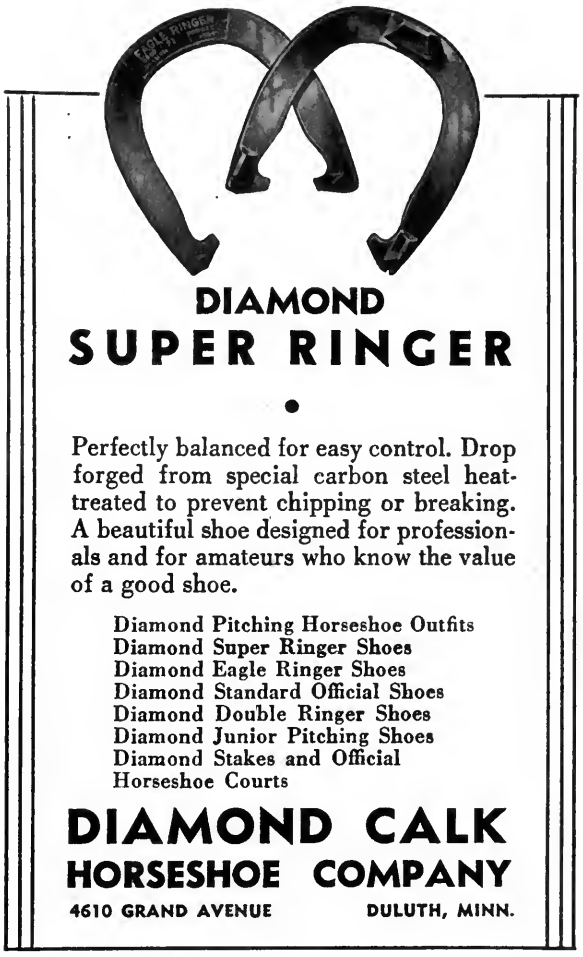
With the way thus cleared, a plan for great expansion in organization and facilities was adopted. A considerable amount has already been accomplished despite the many difficulties encountered in obtaining personnel and facilities during the war.

Part of the jurisdictional authority granted the Department is the operation of the Park, Recreation and Parkway Districts in the County. One such district embraces the community of Baldwin Park.

In January, 1945, the Department assigned a leader to the district park located there to develop and supervise a recreation program. The park has a lighted softball field, tennis courts, swimming pool and children's play area, with some apparatus. The only building in the park which could be used for recreational purposes was the picnic shelter. Some local opposition arose upon naming a recreation director to the area, but the program gradually developed. League games were played, and various clubs were formed.

A club for young people was organized and regular Friday night dances were held. Club members formed their own band and provided the music at the dances. A model airplane club was formed. Several meets have been held and the club is now affiliated with the national organization. An athletic club and craft classes have been added activities. With each passing month, the value of a supervised recreation program has been proven by statistics prepared by the Juvenile Detail of the Sheriff's Department. These charts show a decline in delinquency by percentage month by month. The delinquency problem has almost disappeared.

The latest development in this area took place on Saturday, February 23, 1946, when the *Baldwin Park Youth Tribune* was launched. This is a commercial newspaper edited and distributed by the youngsters of the community. The editorial staff has had to use a table in the Recreation Director's office to carry on its work. The newspaper is distributed every Saturday. From the first issue, praise has been high from all sides. Commendatory communications have been received from many parts of the United States. The boys and girls are pleased with and proud of their accomplishment. There has been a steady improvement in the content and appearance of the paper until it can now be compared favorably with other commercial papers. From the first the paper has been financially profitable. All money goes into the Youth Club bank fund. Foremost among the youngsters' thoughts is the construction of their own Youth Building with perhaps a printing and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pressroom in it. Each issue of the paper carries the platform of the area's young people. They favor:

A living memorial in honor of those who gave their all.
A community sponsored year around youth program.
A community supported free medical clinic and child care center.
A law banning the filming of crime and other such motion pictures that might have bad influence over youth.

Play Them Out

IN THIS COMPLICATED SCHEME of things called civilization, we are seldom ourselves. Civilization has us tied in mental knots, because we cannot —as our caveman ancestors did—fight for what we want or cry out in a loud voice against what we do not like. We keep still, usually, about what we think and feel, and the attics of our brains become stored with fears, jealousies, disappointments, and unsatisfied yearnings. We may either recognize that they are there and get rid of them, or lock the attic door and let them leak out in what psychologists call inhibitions, complexes, and maladjustments.

Those who value mental and physical poise cast about for a way to take care of these mental holdovers. Most of us find that sport is the best way. Competitive exercise is a splendid safety valve. When a man plays a game—any kind of game—the way it should be played, he lets himself go. He suffers disappointments and experiences triumphs. Inwardly he applauds his good shots, and swears at the bad ones. He "lays" on every ball as hard as he wants to. At the same time he works off his pent up venom against life. His complexes are melting away with his perspiration. For a little while he is a primitive, with the outlets of a primitive. He even is able to communicate his state of mind to the bleachers!

When a man's game is over, whether it be tennis, handball, football, or what not, he lies down in panting relaxation. He has discharged his mental bogies. He is as bereft of complexes as an African native is of clothing. If he goes hunting, or just roughs it, his world of trouble dissolves in thin air.

That is what active sport can do for a person. It can be an outlet and a normalizer. A person who keeps active in his play need seldom fear a nervous breakdown. Breakdown requires a state of nervous muscle tension that comes perhaps as a hangover from the days of our caveman ancestors, when any cause for worry immediately translated itself into action. We provide no follow-up of relaxation after muscle effort, such as always came to the caveman. Everything then spelled either fight or flight, and both required movement. Now, we meet most of our emergencies with head-work, at any rate without use of muscles. So we go on, day after day, storing up nervous tension, which is communicated to the muscles, to get them ready for the physical emergency which never comes. Finally the accumulation gets to be too much and we have breakdowns or breakups or blowups or whatever we choose to call them.

Everyone of us can avoid them. Physical play, even short periods of it, will discharge the tension that this complicated matter of present-day living stores up. Even though the attics of our brains will again become filled with pent-up emotions and feelings, we can turn again and again to that safety valve of exercise. That will keep us out of trouble, prevent complexes, and carry us through rough and stormy seas.—*Louis E. Means,* University of Nebraska.

Life Begins at Forty Plus

(Continued from page 236)

and sometimes difficult old people, we invited them to come to Gordon House and gave them an attractive little card of introduction.

On Thursday afternoons, the visitors were made at home in a clubroom furnished especially for this purpose. Within a few weeks after the first gathering, these Thursday afternoon visitors decided to form a good neighbors club. In order to avoid any tendency to segregate referrals from social agencies, the staff encouraged them to include other members of the house. In turn, the good neighbors club members have entered eagerly into the many attractions of the house, as far as strength will allow. The recent donation of a station wagon will make it possible to bring to the house many of the shut-ins who formerly found the journey on foot too much for them.

New Name for an Old Problem

The term "geriatrics" has only recently become a familiar one in the social work vocabulary. But there has long been an awareness of the increasing problems related to old age: the lengthened span of life brought about by advances in medical sci-

ence; the decrease in working years resulting from the speed-up of mass production and the increase of labor productivity; the alterations in family living, relationship, and responsibilities arising from the shrinkage in size of family living quarters.

All of these conditions and the problems which they create are strikingly evident in Vancouver's West End. The Gordon House approach to them has been experimental—based on the belief so admirably expressed by the late Dr. Lillian Martin, founder of the Old Age Counseling Center in San Francisco, that "Happiness for mature people lies not in hopeless uselessness or the piling up of material luxuries or external possessions, but rather in participation in life according to the individual's physical and mental strength and capacity." It is also based on the notion that the fullest measure of such happiness can best be found, not in a club or center solely for the aged, but in a neighborhood project where older people can continue to feel themselves accepted members of the community—not set apart from it. — Reprinted by permission from *Survey Midmonthly*, April 1946.

Without His Own Backyard

(Continued from page 237)

that Parkside be given a share of the field—rocks included!

During the season which followed the players collected and divided into teams after school and on Saturdays, but without a coach or referee sometimes the most real battles were not for touchdowns. One boy even acquired some old football pants for his friends at a charge of 50 cents apiece. His team spent an entire afternoon sewing and taping with adhesive before the pants were fit to be "put in play." Then, in the game which followed, the pants failed to stand up under attack. The left halfback was slightly embarrassed!

His mother, who was watching the game from her front steps, saw her son's pants sub-divide in the middle as he attempted to plunge the opponents' line. Now, months later, the favorite family expression when son brings up the subject of missing buttons on his clothes is, "Why don't you wear your football pants?"

Adding Leadership

A navy physical instructor, when he was discharged, decided upon Claremont College as the place where he wished to take graduate work. Los Olivos was the nearest housing center where he could live off-campus with his wife. He needed a house and some practice teaching. He convinced the housing authorities that the boys' needed a leader. Two nights a week the veteran attended late classes, but he could organize recreation periods for both the housing projects on the other three afternoons.

When the announcement was made about their new leader a lot of boys between six and 17 turned out. But not enough of any one age group appeared to allow for matched leagues. So two volley ball teams with the little fellows evenly distributed on each side were organized as the first measure in solving the size differences until enough of one level were enrolled for teams. In gradual steps (following hard work on the football field) boxing, soccer, and other team games were organized.

The Parkside basketball courts gained popularity fast because the new program began during that season. An older group was ready for trick plays and zone guarding while small boys must be taught the fundamentals of team work. A few outside games were scheduled for the high school age players, including a local church college.

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Working Out Problems

On one occasion three teams among the younger set all wanted to enter the game at once. No more came to make up the fourth team. The leader, however, was equal to the problem.

"Divide in three teams now. Two play until one scores. Then, you fellows on the other team, rush in as replacements of the losers. Make it fast."

The leader knew that one team competing against two others could not hold a place on the court for long. Winners of the afternoon were determined by the boys able to stay the longest on the court. This complicated winning arrangement made the teams uncertain who was ahead, so time out was called to decide which team must fight the hardest. No one experienced the aloneness of sitting it out on the bench while pals were in there playing and scoring. Jumping up and down on the sidelines, the out-of-play team rushed on the court before the ball cleared the basket when its turn came.

As long as the housing emergency lasts some Americans will find it impossible to own their own homes or be allowed the privacy they could have otherwise. Housing units over the country were supplied by the government, but little boys and bigger boys have made them home although dads and mothers working at odd hours sometimes forget the elements of family life. Parkside and Los Olivos helped some fathers to remember when they felt the sting of the fast ball their sons hit. To the boys the diamond was a backyard.

Trap Shooters—Junior Size

(Continued from page 262)

boys and girls from 12 to 17 said they were interested. They were promptly sent off to get permission from their parents, a necessary precaution for any program that involves shooting.

Most of these youngsters hoped some day to be hunters, so they were eager to get to what they considered the main business—actually "having a go" at those targets. They had, however, to bridle enthusiasm with patience because nobody was allowed on the range who had not been present at two preliminary lectures on firearms.

The main burden of these talks was constantly repeated. "Never point a gun at yourself, your companions, your dog, or anything you do not wish to shoot." This, the elementary safety precaution so often disregarded in handling firearms, was dinned into the ears of all the participants. In addition the youngsters learned in the first of these two lessons something of the various kinds of guns, their uses, and their dangers. The second was given over to instruction in shooting — to stance and aim, and the like.

On a Saturday morning in March about 50 eager boys and girls joined their instructor at the field. They were ready to test what they had learned and to learn more—this time with a gun in their hands and a target in the air. As each participant fired a preliminary round one or the other of the experts on hand corrected errors in technique. On that first day some of the youngsters broke the targets on the first try.

Since then they have been improving as each Saturday added additional familiarity with this new medium of fun. Each youngster is charged two cents a shot to cover the cost of shells and targets.

They are having fun, these junior trap shooters. More important, perhaps, they are preparing for fun without danger later, for when they go into the field as hunters they will have knowledge of safe handling of firearms. They will have learned in a few weeks what many others have taken years to discover, what some—to their own destruction or the destruction of others, never learned.

Arts, Crafts and Hobby Show

(Continued from page 252)

boxes, many of them of Swiss make, and extremely valuable.

Workshop and Floor Show

A very interesting part of the exhibit was the workshop, in which the boys and girls worked diligently for two full evenings, showing the spectators just what could be done with a jigsaw and some simple tools. The girls mixed and baked cookies, which were distributed to interested bystanders, hot from the oven.

The floor shows were excellent, and brought together talents from all participating playgrounds. There were skits, instrumental music, a roller skating act, vocal solos, chorus groups, a hillbilly band, tumbling teams, drum majorettes, baton twirling, and an exhibition of square dancing by a group of youngsters. The whole program was well planned and thoroughly enjoyed by the spectators.

The entire exhibit of Arts, Crafts and Hobbies

brought to the public an activity which had not previously been publicized through the press and radio. However, after the exhibit had been seen, it was commented on by both newspapers and radio as being a very worth-while activity for boys and girls, as a regular part of a leisure time program.

The exhibit was under the general direction of the Supervisor of Recreational Activities in the Playground Bureau. The Booster Clubs from the various playgrounds cooperated in planning and working out the displays. This was the first annual exhibit on such a large scale, and the hearty approval it received encouraged us in plans to make it a yearly affair from now on.

A Recreation Director Goes Fishing

(Continued from page 245)

the city who had lost their lives in World War II, their names being engraved on a bronze plaque on one of the walls. After this, a two-story building, formerly occupied by the Y.M.C.A., was acquired from a local mill and turned into a community center. A USO club, declared surplus, was then purchased by the city to be used as a recreation center for Negroes.

Again the cork bobbed up and down, but the fisherman made no move to pull on his line. His thoughts continued. Citizens of Augusta were now fully awake to the value of recreation. The Mayor was busy keeping up with the program he had started rolling. A playground was donated to the city by a citizen, a playground located in a section of town where it was most urgently needed. In this section, the rows of dwellings had no yards or play areas for children. Their only playground was the street. This playground was gratefully accepted and named in honor of the donor, who had become so interested in the program of recreation that he was placed on the city's Recreation Commission.

Long Range Planning

The Commission then asked that a long range recreation plan be made. With the help of the Federal Government, a nationally known landscape architect was employed to lay out the parks and playgrounds. The plans were closely followed in the development of these areas. From these plans came huge new wading pools on all playgrounds, cement skating rinks, all-weather tennis courts, lights for night play, new cement park walkways, multiple-use areas, football fields, new equipment and numerous other improvements.

Teen-age clubs were formed at all the community centers. Art classes, nature clubs, handcraft clubs, doll shows, and adult parties and meetings were set up. Use of the Municipal Auditorium was granted for city-wide activities and for programs such as basketball games, plays, and youth programs. Truly, the activities program was keeping pace with the growing facilities. In the first year over fifty baseball teams were organized.

The County Prosecuting Attorney, a member of the Recreation Commission, has said, "The people of the city of Augusta are happy. They can do better work, play better, and enjoy life more because they are happy, and recreation has played a great part in this happiness."

As darkness settled over the lake, the fisherman pulled his line from the water and rose to his feet muttering, "No luck today." His thoughts were still of a thriving city and a determined people who, working together with a united idea and definite plans, had laid the foundations of a program that would affect its citizens for generations yet to come.

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Adventures in Ether-Land

(Continued from page 256)

one of my male members aside and asked him if he'd produce the show for me. He said he'd be delighted, that he was more interested in production since the first lecture and thought that maybe there was a greater future in it anyway. Silently I thanked heaven for this smart one. He's been producing our shows ever since. And good shows, too.

After we cast and corrected the show I bundled the whole gang into the car, took them to the station and rehearsed them for two hours before a dead mike, making sure that their positions were right and showing the director how to use our Gates sound effects machine. Then, I excused them, arranged to get them to the broadcasting station one hour before air-time on Sunday and our third meeting was over.

Sunday, they all did themselves proud. I had given the 4:15-4:30 P. M. slot to the "TAC Radio Playhouse" and they filled it beautifully. We were all exhausted when it was over because arriving at three we had rehearsed up to ten minutes before 4:15 . . . but the show was worth it.

Aftermath

And that's the way its been going ever since. The original group of thirty narrowed itself down to my ten people who showed the most promise anyway and they are regulars. All our shows are cast every week from that group . . . and everyone has a chance to do at least two shows a month. I'm still writing our scripts and processing them at WSBA, but I keep hoping to find someone of the gang who will sit down sometime and get together a fifteen-minute show that will make mine sound like something from Major Bowes. It will happen some day, too! We've done one show every week since June 13, 1945 with only two exceptions. They've been mysteries, dramas, cavalcades, and a preponderance of comedies. WSBA has recorded every fifteen minute program we've broadcast and I keep them in a file behind my desk. Our schedule at the moment looks like this . . .

TUESDAY—MEETING NIGHT

7:15 Meet at the TAC headquarters—cast show
8:00 Rehearse at WSBA Studios
9:30 Dismiss

SUNDAY—PERFORMANCE DAY

3:00 Rehearse at WSBA's Studios
4:00 Break for water—nerves—and talk
4:15 On the air
4:30 Play back record and criticize
4:45 Dismiss

Our audience reaction has been very favorable with letters coming in regularly from in and out of town. We've been told that contributions traced back to "The TAC Radio Playhouse" are helping the Teen-Agers Club bridge financial difficulties. Possibly the most gratifying reaction has come from civic organizations. In the past six months, "The TAC Radio Playhouse" has done specially prepared scripts for War Loans, Safety Campaigns, Red Cross activities, International Brotherhood and many many more activities sponsored by York's Service Clubs. This gives WSBA a chance to give programs in the public interest and still present something that is good entertainment . . . and combining those two items is any program manager's headache.

Above all, "The TAC Radio Playhouse" gives our young people a chance to become identified with community effort early in their lives. By appearing in a play dedicated to brotherhood, they reaffirm their own belief in the dignity of all men through something they want to do. My actors and actresses are learning. (One is enrolled for next year at Ithaca, New York, where he is to receive a scholarship in drama.) They are learning and they are loving it—and in addition they are teaching. Because, every week I learn more than any of them and I've got to thank them for that!

The Pit of Oblivion

(Continued from page 268)

Doowresh appeared and called for the campers to come forth with their contributions to the Pit, the first to appear was Shorty. A gasp went through the audience. From that day to this no one dares try to guess the identity of the Doowresh.

The Doowresh has become a tradition at Sherwood and we feel that it owes its success to the fact that the group plans what things should go into the Pit of Oblivion and therefore feels a responsibility to see that those things remain there forever.

Organizing a Full Time Recreation Program

(Continued from page 239)

other tournaments and games played, such as ping-pong, tennis, archery, and shuffleboard.

During the winter months the emphasis has been on basketball for men and boys, volley ball for women, and badminton for both men and women.

The year-round recreation program has been well received by the citizens of Green Bay, a city of approximately 50,000 people. In fact there is so much enthusiasm for new projects and demands for expansion of the activities now sponsored, that the Recreation Director has a real problem to stay within the budget. It is hoped that more funds will be available for the coming year.*—Reprinted by permission from the *Magazine of the Wisconsin Park and Recreation Society.*

* This hope was fulfilled, for the 1946 budget was increased by $6,000 (to $30,000) over the preceding year's figure.

The Open Air Forum

(Continued from page 258)

During the last seven months, the Open Air Forum has presented 165 programs and the total attendance has exceeded 91,000. Outstanding features have been weekly lectures and occasional pageants. There have been many popular speakers. Thirty-two different persons have given full-length lectures. Together they probably represent the best talent ever brought before the Forum in any single season.

While the Open Air Forum is a year-round affair, there is considerable difference between the winter and the summer months. There comes a time in the spring when the programs are moved from the large stage to a small rostrum nearer the dwindling audience. After a few weeks, the amplifier is not needed. All this leads to greater informality and to close friendship among the members. The speaker's desk is often decorated with flowers. Occasional showers drive the group to the shelter of the bandshell, where the program goes on in much the usual way.

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Partyometry Begins with "T"

(Continued from page 263)

airplanes like those with which grade-school boys annoy their teachers. Then let them compete to see whose "plane" will sail the longest in the air.

Decorations, too, should carry out the mood of the party, but they need not be elaborate if games are unusual and if refreshments are attractive. Although the way to a man's heart may be through his stomach, the way to trump-card refreshments at a party is through the eye. Call it camouflage if you wish, but the fact remains that *how* you serve a party repast is of more consequence than *what* you serve. For this reason table decorations in particular deserve careful planning. (At the same time, quality of the food should by no means be ignored, lest you build guests up to an awful let-down!) For example, born of the association list are a thermos bottle centerpiece filled with flowers, and a blueprint-paper tablecloth dotted with real nails, both of which are unusual preludes to any healthy appetite. A blow on a whistle to herald the lunch would focus even more attention on the refreshments. And, at the climax, nothing could be more appropriate than savory though simple lunches in sacks. The abundance of atmosphere you have already created will glamorize the contents of the refreshments far more than your guests realize!

At this point our partyometry lesson is concluded. Although *theorem* and *construction* have been discussed at length on paper, their ultimate *proof* can lie only in the compliments which you are certain to receive as you stand at the door to bid each guest good-night. And what better proof of party success could any hostess wish for?

Community Gathering Place

(Continued from page 240)

children and helps them pick out the books they want to take home. Often the children want to act out the stories they have heard and the volunteer storyteller guides them in their dramatizations. Last winter Greek myths and ghost stories "led all the rest" in popularity.

There is a lot of interest in all these activities. But the things that really draw the crowds to the Center are the piano and the victrola with its records. Any afternoon that you might happen by you would be sure to hear boogie-woogie banged out on the piano and perhaps, a rhumba or a Spike Jones special blaring forth from the victrola—at the same time. You might not like it—but the teen-agers do!

Yes! The Guggenheimer-Milliken Community Center has lived up to its name during the past few years. For, in spite of personnel problems and wartime shortages, it has been a real community gathering place.

Smooth Sailing

(Continued from page 251)

his own at a distance in bad weather, which is reserved for the experienced boy or girl. The third safety factor is a properly operating boat. The fourth is good instruction. The fifth is good judgment of human nature in determining which youngster will perform reliably in emergencies and whether his performing-knowledge is greater or less than his tongue-knowledge. Through all these is the alertness of the staff in holding nightly conferences to review and patch up flaws in the safety procedure.

Advance public support is not particularly needed as in the case of more extensive recreational ventures, except sufficient support to raise a capital loan of $5,000 or $10,000. The project will advertise and perpetuate itself as soon as a suitable location is chosen, a landing erected, boats constructed, and a couple of hundred youngsters and grown-ups begin to participate. This is not to say, however, that a small community will necessarily furnish enough paying adults to make it self-supporting. The first public project in America, with three dozen boats, is in a large metropolitan area. It is indicated that this area of more than a million persons would support 300 sailboats now, and more, if its bodies of water were well distributed.

Written permission from parents for their children to take part has not heretofore been found practical. The parents of many children cannot read or write English, do not like to sign their names to anything; to others it would take a long time to explain what the project is; in a great many cases the child might forge his parent's signature. Most parents are glad enough to have their children off the street corners and out of mischief and under some kind of reasonable adult supervision during the summer.

It has been found better to mingle ages as much as possible. The youngsters who become habitués of the project are a great help in teaching other youngsters and teaching adults, and the adults, so seldom combined with youngsters in American recreation projects, are nice to have around.

It is regarded as a mistake to have participation under formal groups. It is very disturbing in the middle of a sailing day to have a boys' club of 16 youngsters arrive with a leader, all wanting to go out. If it is their first day it will mean novices in almost every boat, a very difficult combination. The infiltration of newcomers on their own, who can go out with at least somewhat more experienced boys and girls, makes much easier management.

Conclusion

It is held in recreational circles that sole mastery of a boat by a growing boy—with manipulation of earth and sky to gain the boat's headway, of necessity his sole responsbility—is a good antidote to the piecemealism of modern life. At least when he is out in his boat, with wind and water around him he is for once sole boss of the world in which he finds himself. Let not the supervisor think that his voice will be heard or avail then.

Footnote: Sailing is like fishing. The mast is the fish pole, the sail is the bait, the wind is the fish, of different size and wriggling power every moment!

Social Recreation Institutes

(Continued from page 266)

forts to inform the total public of the values inherent to wholesome recreation; and a united effort to utilize leadership, transportation, and other local facilities to ensure more and better recreation for all.—Reprinted by permission from the *Alabama School Journal,* February, 1946.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Hygeia, July 1946

Conchology, Merrill Moore

Scouting, June-July 1946

Planning for Summer

The American City, June 1946

Making the Most of a Civic Center Building, Walter W Wait
Community Center to Combine Memorial, Civic and Recreational Features, Gurdon S. Blackwell
Municipal Auditorium Serves Minneapolis Well, Rudolph Lee

The Crippled Child, June 1946

Playing to Get Well, Caroline G. Thompson

Journal of Health and Physical Education, June 1946

The "Plus" Factor in Riding, Captain Vladimir S. Littauer
State Partnership for Recreation, Stewart Woodward
A Rational Rainy Day Program for Girls, Thelma Elliott and Marjorie Morrison

California Parent-Teacher, June 1946

Camping, Esther Morgan
A Camping Experiment, Helen H. Still

Camping Magazine, May 1946

Program Planning for the Camp Waterfront, Eileen Scanlon

Parents' Magazine, July 1946

Puppets for Fun, Mildred J. Speights
In the Swim, Eidola Jean Talley
Picnics, We Love You

The Lion, June 1946

A Lions Club Proves: School Grounds Can Be Summer Playgrounds

Highlights for Children—Fun with a Purpose, June 1946

Highlights for Children, Inc., 37 E. Long Street, Columbus, Ohio. (First issue of new magazine)

PAMPHLETS

Camping Magazine, June 1946

This Year Try Water Pageants, Sara de Ford

You, Your Community, and the Regional Plan

Regional Plan Association, Inc., 205 East 42nd Street, New York 17, N. Y.

Aquatic Standards for Y.M.C.A. Camps, Thomas Kirk Cureton, Jr. and Richard H. Pohndorf

Association Press, 347 Madison Avenue, New York 17, N. Y. 75¢

Human Spark Plugs Wanted, Daymond J. Aiken

Prentice-Hall Inc., 70 Fifth Avenue, New York, N. Y. 50 copies $11.25

Campfire Guide, Margaret K. Soifer

The Furrow Press, 1273 East 10th Street, Brooklyn 30, N. Y.

Health Promotion in Camp

Boys' Club of America, 381 Fourth Avenue, New York 16, N. Y.

Recreation for the Handicapped

(Continued from page 244)

available. Checkers, cards, anagrams, pollyana and other table games can be played by the sighted as well as the blind.

Some of the women meet twice a week to discuss religious books and to sing hymns. This group does not care for the more active games and stunts and therefore organized a club of this type.

The Goodwill Gospel Chorus meets Wednesday and Friday mornings at 7:30 to rehearse spirituals. They have elected their own officers and have business meetings weekly. They have given several performances at the various schools and churches, and sing at our chapel services.

Tickets have been obtained through the music companies, managers of the Artists Series and several of our civic-minded people for the handicapped at Goodwill to hear outstanding artists and the Dayton Symphony.

More and more of our people are growing interested in a program of recreation held weekly on Tuesday evenings in our lounge rooms. Inaugurated in January, 1946 with five present, this group has grown in a few short months until it numbers between 40 and 50 persons. A casual visitor will see quiet games of bingo, chess, euchre, and checkers in progress while others in the group are dancing. Fortunately one of the men who has a degree in music plays the piano and his services are in constant demand. This pianist has a curvature of the spine. We do not lack for sound effects when this group meets!

At these times the blind, the spastic, the ambulatory, and the neurotic mingle in the same activity. We have many wheel chair people who have been paralyzed since childhood and who have had few social contacts. To overcome the problem of getting these wheel chair people to the agency a ramp was built to fit into the Red Cross Canteen truck.

We are planning a summer camp in August for all of our handicapped people who would like to participate in outdoor activities. The camp is made possible by cooperation between the Lions' and Kiwanis Clubs and the Goodwill Industries. The camp will be held near Troy, Ohio, about 25 miles from Dayton. Many of our people look forward to it.

Each month our attendance has increased and the handicapped participants are responding in planning the programs and serving on the various committees.

New Publications in the Leisure Time Field

Camper's Aids

So You Want to Be a Camp Counselor, by Elmer Ott. Association Press, New York. $.75.

Fifty Cases for Camp Counselors, by Roland W. Ure Association Press, New York. $.75.

These two booklets complement one another to form a composite manual for camp counselors. The first is a compilation of suggestions on what it takes to be a good counselor. The second is a collection of typical problems of varying degrees in seriousness apt to be met in camp situations. Suggestions for group discussion of the problems posed are added to each case cited.

The How of the Helicopter

By Alfred H. Stevens, Jr. Cornell Martime Press, New York. $2.

Teen-agers in this second quarter of the 20th Century are apt to be air-minded. Probably all of them think of the air as a medium natural to their use. Many of them will be flying before they are much older. Some of them will be flying helicopters. It is safe to say that youngsters of this age will look with favor upon a book about helicopters addressed especially to them. Here is such a book—a book that tells how helicopters were invented, how they fly, how they are flown, how they are used today and may be used tomorrow. Illustrative drawings in two colors add to the attractive format of a book that would seem to be a good buy for any recreation library.

Personal Hygiene Applied

By Jesse Feiring Williams. W. B. Saunders Company, Philadelphia. $2.50.

The eighth edition of Dr. Williams' book is now available. It has been revised again to bring it more nearly into line with changing world conditions and with advances in medical science, especially military medicine. The book was first published in 1922.

Fun for Me!

The Westminster Press, Philadelphia. $.25.

Seventy ways of having fun for a quarter! That's the story of *Fun for Me!* It is a book for children—a book of things to color, to cut, to paste and cook and grow and play. The inside back and front covers are given over to suggestions on how to use the book.

Baseball 1946

Edited by Leslie M. O'Connor. A. S. Barnes & Company, New York. $.50.

The baseball guide for 1946 is now available. It is the usual mine of information about baseball — its clubs, leagues and players, schedules, personalities, diagrams — in addition, of course, to the official rules for the year.

Prevention, First Aid and Emergencies

By Lyla M. Olson. W. B. Saunders Co., Philadelphia, Pennsylvania. $3.

Miss Olson has prepared a handbook of first aid that stresses throughout safety measures and prevention. It is designed to be used by a variety of groups from youngsters in a 4-H club or a Scout troop to firemen and athletic directors. It is clear and concise and well illustrated.

Anthologies for the Out-of-Doors

Outdoor Life Anthology of Hunting Adventures. Grosset and Dunlap, Inc., New York. $1.98.

Outdoor Life Anthology of Fishing Adventures. Grosset and Dunlap, Inc., New York. $1.98.

Good tales to swap around a campfire or to read on a winter's evening beside the hearth at home are these stories of mighty hunters and mighty fishers selected by the editorial staff of *Outdoor Life*. The chances are you'll find a story to suit your fancy for almost any occasion within the covering boards of one or the other of these books.

Stories From the South

Compiled by Marion Belden Cook. Silver Burdett Co., New York. $1.40.

Here is another in the series of educational texts being published under the over-all title, *Children in the U.S.A. Stories From the South* deals with children in the Southern states and in the Panama Canal Zone, Puerto Rico and the Virgin Islands.

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Merely Questions

DOES ANYONE QUESTION beginning recreation programs with immediate interests of young people and trying to give the young men and young women the simple fun which they ask?

Does anyone question conducting activities under such leadership as to enlarge the experience of the individual, help the individual to be more creative, help secure cultural growth, develop a spirit of comradeship, bring about naturally and normally a feeling of belonging, of having an important place, of being needed, of being part of a larger community? (The question is not of talking about these objectves with youngsters, but having the leaders keep them actively in mind.)

May it be assumed that there is value in itself in happy activity for children? Does personal development accompany happy activity under the right leadership?

Should the thought be to provide a program carried on in a certain atmosphere and with certain traditions which it has been found by experience promote the normal growth of individuals? Does anyone advocate the carrying on of certain activities without reference to the atmosphere that prevails or the standards or conditions which promote growth?

Is there any question about the desirability of carefully led hikes to visit historical spots, to see interesting individual developments, to observe unusual geological formations? Should such trips be left to public schools?

What are the kinds of individuals being served now by the playgrounds, the recreation centers, swimming pools, bathing beaches? What kinds of individuals are not making use of these opportunities? Are higher income groups neglected? Are youth being given an opportunity to help in planning their recreation programs?

Is there any loss to the men, women and children to be served if church leaders are helped to develop strong recreation programs right in the churches? Are churches making full use of community softball, basketball, baseball, swimming facilities? How far should church groups as groups come to the recreation centers and use the tax supported facilities? In one community several hundred volunteers from the churches were trained in classes conducted by the municipal recreation executive, that they might give recreation leadership in the home and in the church. Is there any reason this should not be done generally?

Is there any question about the necessity of cooperation among recreation centers, playgrounds, recreation leaders, libraries, museums and art galleries?

Are people depending on commercial recreation when they should be preferring community recreation opportunity? Need there be any conflict between community recreation and commercial recreation?

Should recreation be thought of as an integral part of education, of health, social hygiene, delinquency prevention? If the answer to each of these questions is Yes, is it also understood that these are not the *main* objectives in city recreation programs?

HOWARD BRAUCHER.

September

Photo by Wisconsin Forestry Departm

Organizing Recreation in a Small Community*

By D. B. DYER
Former Secretary
Wisconsin Recreation Association

THIS IS A STORY of the promotion and organization of a year-round public recreation program in Menomonee Falls, Wisconsin, a village of 1,500, fifteen miles northwest of Milwaukee. The reason for telling this story is the belief that it may be helpful to some other small community similar in size and even larger that has a desire to "do something" for its youth. So often there is a desire to provide leisure time activities but a lack of knowledge of how to go about it prevents action. While the procedure outlined here may not be ideal or complete in detail, it is not theoretical—this is the way this village proceeded and it has a very successful recreation program for all ages.

Menomonee Falls is a typical American village in a good farming district with an assessed valuation of $2,250,000 and a tax rate of $30 per thousand. It has one public school building with sixteen classrooms, a large study hall, an auditorium-gymnasium with a stage, a small surfaced playground for the grade school children, three surfaced tennis courts, and an unlighted football field. There are 300 high school pupils, 200 of whom are tuition students, and 225 grade school children. There are 200 children enrolled in the parochial grade school.

The village has a park of twenty-seven acres located in the center of the town, with a bandstand, a hardball diamond, a lighted softball diamond, and several picnic areas with outdoor fireplaces. There is a new village hall housing the library and providing a large room usable for community meetings. There are four or five small industries employing from ten to forty persons, one bank, a weekly newspaper, four churches, a new motion picture theater, fine bowling alleys, and the usual run of stores, restaurants, garages, taverns.

Community organizations include the Boy Scouts, the Girl Scouts, the American Legion, Woman's Club, Rotary, Parent-Teacher Association, Masonic Lodge, Eastern Star, three church guilds, a rifle club, an American Legion band, and a village baseball and basketball team in the Land O' Lakes League.

How It Started

The Woman's Club started the movement for a recreation department. This organization felt that some type of organized activity was needed, particularly for the high school students. As a result, a chairman was appointed who selected a committee, regardless of membership in the Woman's Club, to investigate and determine whether or not an organized community recreation program for a village of this size was feasible.

The first meeting found three men and three women present. The secretary of the Wisconsin Recreation Association was invited to attend and discussed the problem with them. A plan of procedure was adopted and the movement was under way.

This plan provided for a course of instruction on community recreation, with one lesson or meeting each week for a period of six weeks. At each "lesson" each person present was urged to bring another mother or father to the next meeting. As a result, the final meeting found twenty-five present, and in all about fifty different persons attended the "school of recreation." The secretary of the Wisconsin Recreation Association was present at each meeting and conducted at the "school."

The Promotional Committee

Everyone who had attended the "school" was asked to become a member of the promotional committee. This committee was to promote the organization of a public recreation department by popular demand. This demand was to be created by educating the general public as to the recreational needs of the community and the values of supervised recreation.

The chairman appointed by the Woman's Club called a meeting of all those interested in serving on the promotional committee. This group elected a permanent chairman and secretary-treasurer.

*Reprinted by permission from *Parks and Recreation*, May-June, 1946.

Committees and committee chairmen were selected by this promotional committee as follows: (1) Finance—to raise a small sum by contributions for incidental expenses; (2) Publicity — to prepare newspaper articles and leaflets; (3) Speakers—to arrange for speakers to appear before local organizations; (4) Petition—to prepare and present a petition to the village board and to the school board; (5) Survey—to make a survey of existing local facilities, school enrollment by grades, village assessed valuation, tax rate, general school and village expenses; (6) Recreation Program and Budget—to recommend the type of program and plan of leadership and estimate the costs; (7) Education—to conduct an educational program on recreation for the general public through a series of mimeographed letters and pamphlets.

The chairman of each committee was privileged to select his or her own committee members and to also select members who were not on the promotional committee.

Campaign for a Public Recreation Department

The promotional committee decided on a six-week campaign of recreational education. This campaign was to be closed with a general public meeting in the village hall.

The publicity committee furnished the local newspaper each week with two good articles on recreation. One of these articles was general in character—on the need of recreation in the United States, juvenile delinquency, the values of organized recreation, what other cities were doing, quoting well-known people; a second article each week dealt with the local need, what was being done to promote the organization of a local community recreation department, what facilities were available, what the program would consist of, and what the cost would be per year to the individual citizen.

The speakers committee arranged for speakers to appear at the meetings of fraternal, social, and civic organizations.

The finance committee of three members collected a sum of $25 to defray the expenses of the promotional campaign.

The survey committee secured the information for the publicity, education and speakers committees as to local matters such as assessed valuation, tax rate, facilities available, school enrollment, village and school costs, youth organizations existing in the village, extracurricular activities in school, and the like.

The petition committee circulated the following petition during the ten days previous to the public meeting in the village hall:

> We the undersigned citizens of Menomonee Falls, do hereby petition the village board to appropriate $500 for leadership for a community recreation program and to grant permission for the use of such village facilities as possible for the conduct of such a program; we further respectfully petition the board of education to grant the use of such school facilities as possible for the conduct of such a program—such program to be under the direction of a recreation commission appointed by the village board.

The education committee of ten prepared a series of five letters and a pamphlet. These mimeographed letters were short and each one dealt with a particular thought on community recreation as explained at the "recreation school." The topics covered were: (1) What is recreation; (2) Why play leadership is needed; (3) The values of organized play; (4) The need of an organized play program in Menomonee Falls; (5) The proposed program for this community. Each week mimeographed letters in the order as listed above were mailed to 400 families on the day preceding the issue of the local weekly newspaper. The mailing lists for these letters were compiled by securing the membership roster of the various social, civic, and fraternal organizations in the community. These lists were cross-checked against each other and then checked with the telephone book so that no one would receive more than one letter each week. One committee member was in charge of a particular mailing list and was responsible for addressing and stamping the envelopes. All letters when ready for mailing were turned over to the general chairman of the promotional committee who mailed all of the letters on the same day. If a committee member was responsible for the mailing list of an organization, such as the Rotary Club, this committee member secured the written signature of the president of that organization on each of the five different letters. The sixth week of the campaign, this committee issued a mimeographed folder which was distributed to every home in the village by the Boy Scouts. This pamphlet dealt with the need of supervised recreation in this community, the existing facilities, how they could be used, who would benefit by the program, the proposed program for children, teen agers, and adults, and the estimated cost of such a public department. It also invited every adult citizen to attend a public meeting to be held in the village hall the following evening.

The program and budget committee outlined a

program with estimated costs after conferring with representatives of the Wisconsin Recreation Association.

Mimeographed copies of these letters and the pamphlet may be obtained from the secretary of the Wisconsin Recreation Association, 3841 W. St. Paul Avenue, Milwaukee 8, Wisconsin.

The Results of the Campaign

After six weeks of a "recreation school" for the promotional committee and six weeks of campaigning to educate the general public through the local newspaper with two articles each week, with a mimeographed letter reaching each home each week, with a speaker appearing before each organization, with a circulation of a petition, with the distribution of a mimeographed folder to each home, the campaign was brought to a close with a public meeting in the village hall. In the past, public meetings of fifty in this community were considered successful. On this particular evening, over 200 adults of the village were present at which time the secretary of the Wisconsin Recreation Association reviewed briefly the work that had been done and repeated the information given out in the letters and the pamphlet. After his talk, the persons present were requested to ask such questions as they desired. On the following Monday evening the petition with more than 250 signers was presented to the village board and the school board. The former immediately appropriated $500 for leadership and $250 for supplies and equipment; the school board granted the use of the school facilities with only a charge of seventy-five cents an hour for janitorial services. The village board appointed a Recreation Commission of five, three men and two women, one of whom was a member of the village board.

Menomonee Falls had its year-round public recreation program.

The Recreation Commission

The Recreation Commission held its first meeting in September, four months after the action taken by the Woman's Club. A set of rules and regulations were adopted covering the appointment of commission members, the election of officers, their duties, meetings, the program, the budget, and the employment of personnel. Preparations were made and the school social center opened to the public on Monday following Thanksgiving. This same commission is now serving its third year and has established an enviable record for accomplishments.

The Program

The school social center operates from the middle of November until the first of April and is open on Monday and Thursday evenings, Saturday mornings, afternoons and evenings. On Monday evenings from 7:30 to 8:30 there is volleyball for a mixed group in the gymnasium. From 8:30 to 9:30 it is used by the men for basketball. Dartball and table tennis are conducted in a classroom from 7:30 to 9:30. A class in needlecraft is conducted in the home economics room, while the Parent-Teacher Association chorus meets in the kindergarten. On Thursday evenings the high school boys who are not members of the high school squad have the use of the gymnasium for basketball from 7:30 to 8:30, and the girls of the village have its use from 8:30 to 9:30. The table tennis and dartball room is also open for play, and a class in contract bridge is held in another classroom.

On Saturday mornings there is a grade school basketball league from 9:00 to 12:00 for all grade school boys in the public and parochial schools. In the afternoon from 1:00 to 3:00 the grade school girls have the use of the gymnasium for games. From 3:00 to 4:00 P. M. boys of the first, second, third and fourth grades have a formal gym class with half of the period devoted to games. Every other Saturday evening there is a dance from 7:30 to 11:30 with a juke box furnishing the music. This dance is sponsored by a high school club or class, and an admission fee of ten cents is charged. Also on Saturday mornings there is a class in rhythmics for children of the lower grades, with a class for girls of the fourth, fifth, and sixth grades in creative dancing in the afternoon. Another class in creative dancing for seventh and eighth graders and high school girls is conducted on Thursday evenings for one hour.

During the months of April and May, September and October, a spring and fall playground program is conducted two evenings a week and on Saturdays in the village park. This program consists of softball leagues, touch football, volleyball, low organized games, and children's tournaments.

During the winter ball diamonds are flooded for a skating rink with the lights of the softball diamond providing light for the skaters.

A summer playground program is instituted as soon as school lets out for the summer vacation and continues for a period of ten weeks. The playground is open from 9:30 to 11:30 A. M., 1:00 to 5:00 and 6:30 to 9:30, five days a week. The director (man) is on duty all three periods with a

Budget

SOCIAL CENTER

Activity	Monday	Thursday	Saturday	Number Sessions per Year	Total Cost
Gym	Director $3.00	Director $3.00	Director $3.00 (A. M.)	50	$150.00
Table Tennis and Dartball	Instructor $1.50	Instructor $1.50	.....	34	51.00
Chorus	Leader $2.00	.....	.....	20	40.00
Sewing	.....	Instructor $2.00	.....	15	30.00
Knitting	Instructor $2.00	.....	.....	15	30.00
Social Dance	.....	.....	Director $4.00 (Eve.)	10	40 00
Dance Class	.....	Instructor $1.50	Instructor (A.M.) $2.50 (Aft.)	16 @ $2.50 16 @ $1.50	40.00 24.00
Administration	.....	.....	Director (Aft.) $3.00	16	48.00
Contract Bridge	.....	Instructor $5.00	.....	10	50.00
Dance Chaperone	.....	.....	Evening $2.50	10	25.00
Doorman	$1.00	$1.00	$1.00 — (A.M.) $1.00 — (Aft.) $1.00 — (Eve.)	16 @ $3.00 34 @ $1.00	48.00 34.00
Janitor Cost	$1.50	$1.50	$3.00	16 @ $3.00 34 @ $1.50	48.00 51.00
Girls' Games	.....	.....	$1.50 — (Aft.)	16	24.00
Boys' Gym	.....	.....	$1.50 — (Aft.)	16	24.00
Boys' Handcraft	.....	.....	$1.50 — (Aft.)	16	24.00
TOTAL					$781.00

SPRING PLAYGROUND

Activity	Tuesday	Thursday	Saturday	Number Sessions per Year	Total Cost
After School	Director $2.00	Director $2.00	.....	16	$32.00
Evening	Director $2.00	Director $2.00	.....	16	32.00
A. M. and Aft.	.....	.....	Director $5.00	8	40.00
TOTAL					$104.00

Fall Playground

Same as in the Spring—Total.....$ 104.00

Summer Playground

Director—$35 per week—10 weeks.....$ 350.00
Directress—$10 per week—10 weeks...$ 100.00
Softball officials—$1.00 per game..... 36.00

$ 486.00

Grand Total $1,475.00

Note

Income: Class Enrollment Fees—Adult Classes, $1.50 per person.

Social Dances—10 cents per person.

Softball League Franchise Fees — $3.00 per team.

Village Board pays for electricity for softball lights.

School Board makes no charge for heat, light and water.

girl leader on duty during the afternoon session only. The program consists of low-organized games, relays and races, quiet games, handcraft, sand modeling, and high-organized games. This last summer there was a softball league of adults of nine teams, the age ranging from eighteen to sixty years.

The commission also conducts special holiday parties and cooperates with all agencies and organizations existing in the community, which desire assistance in the promotion of youth activities.

Personnel

All activities are conducted under the leadership of paid personnel. The school board has cooperated with the recreation commission by employing a male member of the faculty who has had some experience in playground work or who has had some training in the field of recreation. The year-round program is under his direction. This plan provides eleven months of employment for this teacher, who ordinarily would work only nine months. Furthermore, his after school and evening service during the regular school year supplements his school income considerably. This director is responsible to the recreation commission and consults with the principal of the school regarding the use of rooms and any questions that may arise in the use of school facilities. It is his duty to supervise all activities as well as personally direct the social center activities in the gymnasium on Monday and Wednesday evenings, conduct the grade school basketball league on Saturday mornings and the social center dances every other Saturday evening. On Saturday afternoons he is on the payroll, and the time is devoted to clerical work and preparing publicity and articles for the local newspaper.

He also conducts the spring and fall playground programs and is directly in charge of the summer playground program mornings, afternoons and evenings five days a week for a period of ten weeks.

The teachers for the social center classes are selected from the members of the school faculty and citizens with special aptitudes. It is in this manner that instructors are secured for classes in sewing, needle work, community chorus, contract bridge, rhythmics and dancing, table games, dartball, and grade school girls' games.

A high school student is employed to act as doorman in the school building for every session of activities conducted therein. It is his duty to act as official greeter, disciplinarian, and handy man for the director.

The school employs a janitor and an assistant janitor who works five hours per day. The assistant janitor does half of the cleaning of the school, working from 6:00 P. M. to 11:00 P. M., thereby being on duty every evening the school is in use for activities.

Popularity of the Program

Menomonee Falls began its community recreation program the first of December in 1943. The village board originally appropriated $500 for leadership and gave an additional $250 for the purchase of supplies and equipment. This fund was to carry the program through the social center season and through the spring and fall playground seasons of 1944. By May, the program had proved so popular that the village board appropriated an additional $400 for an eight-week summer playground season, something which had not been planned for originally.

The attendance for the social center season (December, 1943 through March, 1944) was as follows: Saturday grade school basketball, 1,212; Saturday grade school girls' games, 653; Saturday evening dances, 791; Wednesday evening social center, 1,144; Saturday creative dance classes, 1,036; and other miscellaneous programs brought the total attendance to 5,756. The spring playground attendance in 1944 totalled 1,339 and the summer playground attendance for 1944 was 8,540, making a total attendance from December 1, 1943 to August 1, 1944 of 15,635.

The second year, 1945, showed an increase in attendance for all three playground seasons as well as for the social center season. The social center was opened one additional evening per week and the summer playground season was extended to ten weeks and the attendance during this summer period alone exceeded 20,000 which was over 4,000 in excess of the total program attendance in 1944.

The program is now in its third year. With the return of many servicemen, with increased adult participation and with added activities, it is reasonable to believe there will be a decided increase in attendance over 1945.

Value Received for Park Outlay

Like many other small communities, this village invested money in a park for its citizens, amounting to approximately $40,000. It is well located

(Continued on page 330)

Student Union at Cornell University

By ROBERT HUTCHINGS

THE AMERICAN campus this year is definitely out of Stutz bearcats and raccoon coats. Of all male students now in college, it is estimated that more than half are war veterans, going back to school under the G.I. Bill of Rights. They are mostly in their twenties, some of them are married, and all of them are going to college to work and not to play.

Providing a social life for these men is proving a bigger job for college authorities than simply making available a dance floor, a name band and a moon. By no means are the students today grimmer or more monastic than other young men in their twenties, but neither are they quite so lighthearted and carefree as the traditional "Joe College" of pre-war days—particularly not on $65 a month for single men and $90 for married ones.

One of the first changes to be noticed on today's campus is that not quite so many men are turning out for football or the other major sports. To be an intercollegiate champion takes an almost inordinate amount of time and hard work, and the average veteran-student is not much interested. One of the famous football stars of our time, for example, had almost to be persuaded last spring to even appear at practice.

While not so many men are willing to do or die for Alma Mater, however, the intramural athletic fields are crowded. Most of the non-wounded men, after three, four or five years in the service, returned to college in excellent physical shape and took back with them their liking for softball, touch football and the other Army or Navy informal sports. But in setting up an intramural league, college officials have found that their schedules can never be as rigid as in pre-war days—time for studying, working or even changing diapers must have precedence.

Colleges everywhere are now operating at capacity (some officials will tell you at beyond capacity), and the difficulty in recreation is finding enough leaders and facilities. Campuses today have almost the appearance of boom towns. Temporary housing is scattered about and long lines form everywhere for food, entertainment and almost everything else. Officials are simply doing the best they can, and luckily, in most places, it is proving a very good "best" indeed.

At Willard Straight Hall, the student union at Cornell University in Ithaca, New York, a small but experienced staff under the very able direction of Foster Coffin undertakes a bewildering array of student activities. In one typical week last spring, for example, these separate things were going on within the huge $1,500,000 memorial building:

A meeting every afternoon or evening of one or more of the 13 student committees which plan the Willard Straight program; on Monday, a semimonthly bridge party for the wives of law students; on Tuesday, the third session of a dance instruction class for men (with girls volunteering as partners); on Wednesday, a regular bridge party for graduate-wives; and on Thursday, a public forum and panel discussion on the subject of "European Education."

Over the week-end, these things were going on: one of a series of weekly teas for women students; a dance for the freshman class; an informal dance for the 1st Battalion of the campus Navy unit; a "Mixing Bowl" open house, honoring the foreign students; a "fireside" concert; a tea dance; a concert by the University Orchestra; and a discussion hour on "Journalism's Reaction to the War."

All of these activities with the exception of the Navy dance were planned and carried through by student committee members who hope that working in the "Straight," as they familiarly call their building, is a partial answer to the question, "How can I get the most out of my college career?"

The veterans at Cornell have taken an increasingly active part in their own organization—the Veterans' Committee of Willard Straight Hall, which was organized last fall. It is the only campus-sponsored veterans' group and has as its primary responsibility serving as the principal liaison between the Veterans' Administration and the veteran students. With over 4,000 veterans attending the fall semester, the Veterans' Committee will be a vital student group on the campus because it takes an active part in attempting to solve the veterans' problems in all areas — economic, housing, academic, social, and recreation.

All of these activities are in addition to the tremendous job which Willard Straight is doing in providing meals, lounges, reading rooms and informal recreation facilities for its students. With

(Continued on page 343)

Ghoulies and Ghosties!

Print by Gedge Harmon

SUMMER is about to be over—officially. Autumn is about to begin—officially. Many recreation programs are thinking of moving indoors—at least in part. And Halloween is just around the corner. What are you planning for this high feast? Here are stories from four communities who have found ways and means of keeping youngsters out of Halloween mischief by providing for them a lot of fun in the age-old tradition of witches and black cats and bubbling cauldrons and "things that go boom in the night."

NEWBURGH GOES TO A CARNIVAL

All Hallows' Eve in Newburgh, New York, is looked forward to by all the youngsters. No weird feast over a witch's cauldron is more regally heralded. A Halloween street parade of costumed youngsters led by the 50 members of the All-Girl Drum Corps starts off the festivities co-sponsored by the Recreation Department and the Lions Club. The parade ends at the State Armory building with an indoor Halloween party.

This type of indoor celebration has been conducted for several years by the Recreation Department and the Lions Club with two definite objectives in mind. It provides Newburgh children with a celebration that gives them the opportunity to express in enthusiastic fun all the youthful spirit that fills the air at this particular season of the year. It reduces property damage by making the indoor celebration so exciting that children would rather attend than spend their time roving the streets looking for mischief. The Executive Committee is assisted by 60 members of the Lions Club who serve on the various committees and act as judges, barkers, and booth attendants.

Costume Judging

In 1945 5,000 children and adults filled the big drill hall to capacity.

The 3,000 costume contestants were lined up in the Armory Annex in single file, then marched in revue across the stage for the judging of costumes. The semi-final winners were selected by 10 judges. The classes were the most original, funniest, most beautiful, best impersonation, and nationality. Age groups were seven years and younger and eight years and older.

An Endless Panorama

When the parade of costumed competitors began, it seemed an endless panorama of clowns, gypsies, farmers, dancers, fat men, black face comedians, bridal couples, and patriotic figures. There were satins and silks, cottons and cheesecloth. Most popular costume materials were pillow stuffings. Some costumes came from the days of the covered wagons with women in calicoes and sun bonnets. Armed forces impersonations were plentiful. Believe it or not, there was even a wolf in the parade. Many parents came in costume. The continuous line of contestants took an hour and a half to pass the judges. As each participant crossed the stage he was presented with a book of tickets entitling him to play at the game booths.

Carnival

The second part of the program consisted of a gigantic carnival. The sides of the big drill hall were lined with 18 foot carnival booths decorated in all the brilliant colors of the rainbow. There were 20 booths, some of which were for children seven years and younger. Each winner received a gift card which he presented at the prize booth for one of the 2,000 free prizes consisting of ice cream, candy, and novelties donated by the Lions Club.

Guessing Booths

One of the special attractions of the carnival were the guessing booths. Here on display was a large pumpkin, a board four feet square covered with many feet of fine wire, a large jar filled with kernels of corn, and a board with a secret number

on the back. The contestant filled out cards, guessing how many pounds the pumpkin weighed, the length of the wire on the board, the number of kernels of corn that were in the jar, and what number between 1 and 2,000 was hidden on the back of the second board. At the end of the evening's program the names of the winners were announced.

Carnival Booths

The highlight of the evening came when the carnival game booths were declared open and the "barkers" began their chants. Hundreds of children lined up to play the following:

Crazy Weight. Each contestant wrote his weight on a blackboard and stepped upon a weighing machine. If the guess on the blackboard was within 10 pounds of the weight shown on the scales, the guesser received a gift card to be presented at the prize booth. What the contestant did not know was that the barker had an assistant hidden behind the scales who, by a touch of his hand, could manipulate the weight of the scales and make it "act crazy."

Sevens. Two large cubes were thrown into a box four feet square. Each cube was numbered on the sides from one to six. If the top of the two cubes added up to seven, a gift card was presented.

Pin Tail on Donkey. This was an adaptation of the old parlor game, but the donkey was life size!

Keg Fill. Six little nail kegs setting in a row. Try and get two softballs in, out of three throws.

Ball Roll. Here was a 12 foot wooden chute, three feet wide, with the surface studded with metal spikes. A boccie ball was rolled down the surface of the chute and if it knocked over the bowling pin the contestant won.

Arrow Drop. A rubber suction-head arrow was dropped from a platform by the contestant on a floor covered with hundreds of checker-board squares. The object was to make the head of the arrow land completely within a square. (The suction head of the arrow was constantly smeared with floor wax to make it stick to the checker-boards.)

Colors. An archery target was placed flat on the ground. The contestant tossed a hockey puck with the object of making it stay on the enlarged bull's-eye. (The game appeared simple but what could not be noticed was the fact that the center straw of the target was slightly raised causing the pucks in most cases to bounce off the center circle.)

Courtesy Recreation Commission, Newburgh, N. Y.

Zelball. This was a battle between two contestants. The first to bat the ball and string around the red top of the pole won.

Penny Toss. Each contestant had five chances to toss metal washers so that they landed in squares.

Knock Down Dolls. The object of this contest was to knock the dolls off their perch with softballs.

Witch's Broom. The small children had lots of fun trying to tack some straw on the Witch's Broom.

Pocket Roll. Ping, ping, ping goes the little rubber ball as it rolls down the chute past the wire nails. If it stops in a nail pocket the prize is yours!

Disc Drop. Nice big colored squares painted on a slanted surface invited the youngsters to toss a shuffleboard disc on a square to win.

Bean Bag. Fifteen big holes in the clown's face waited to receive bean bags.

ROSWELL PLANS A FESTIVAL

On October 31, 1945, Roswell, New Mexico, enjoyed its second Halloween Fun Festival. Like the first one, in 1944, this was a part of the community recreation program. Roswell has a city recreation council made up of representatives from all recognized organizations and any other individuals whose interest, training, or experience justify their appointment. The budget comes from three sources: city, county, and community chest. Roswell has a full-time paid director and has employed part-time assistance when necessary.

The Fun Festival is planned with the idea of giving both children and adults something to do on the eve of All Soul's Day. In order that other communities may also enjoy a constructive and not a destructive Halloween the following plan might be helpful.

Selling the idea is the first step in setting up such an activity. Unless the idea is properly presented the program will fail. In 1944 a few key men were approached. They agreed to sit in with the council to see what plan could be worked out. At that meeting it was decided to try the festival. An outstanding young man was selected as general chairman. He and the recreation director broke down the plan for the evening's program into different activities with a chairman and committee appointed for each. Since the whole program is a volunteer affair this plan kept anyone from being overburdened with responsibility. The Roswell Ad Club sponsored a treasure hunt. Some 10,000 numbered tickets were distributed in residence districts and in schools with numbers to match some of them placed in screened downtown store windows. The "unveiling" was at 5 P. M. Children swarmed the streets comparing their numbers with those in the windows. When they found one to match, in they went to claim a prize. These children had just enough time to run home, eat a little, don a costume and get into the parade at 6:30. The school band, children and adults in costume, and floats from all P.T.A. units formed the parade. They proceeded to the stadium where they circled the field for final judging. Then followed an evening of games, concessions, and fun. Teen-agers requested and enjoyed a dance at 9:30 with a "real orchestra."

One of the important reasons for the success of this first attempt was that young people were brought in on the planning. Representatives from each class in Junior and Senior High School met with the committees. After hearing their suggestions it was the responsibility of the adults to follow through. The following article appeared in the newspaper the next day:

> The city police and sheriff's office said today that there were almost no reports of property damage due to Halloween pranks, and attributed this to the Halloween Festival.

Second Year

Another evidence of the success of the first festival was manifest by the fact that people made plans immediately for 1945. As a result there was no need for a selling job the second year. The plan of organization was similar to 1944.

There were a few changes in operation. The parade began promptly at 6:00 as the stores were closing so that people could go directly with the parade to the stadium where all kinds of food could be purchased. The general idea in the stadium was that of a Pan American Carnival. All concessions represented some Pan American country. Only recognized organizations were allowed to compete. These included schools, church groups, lodges, P.T.A's., youth groups, civic clubs. Each group paid $5 for its concession right.

The parade was typically Halloween in the United States tradition. It was led by Uncle Sam, followed by the Army, the Navy, and the Marines carrying the colors. Then came the school band and some 1,500 children in costume. There were

witches and ghosts, gypsies and Mother Goose characters and clowns and hoboes. The Drum and Bugle Corps from the Roswell Army Air Field was followed by floats. As a tie-up with the schools the floats represented children's stories or verse such as *Bo-Peep, Cinderella, The Three Bears, Peter, Peter, Pumpkin Eater,* and many others. As the parade entered the stadium, in a setting of thatched houses, flags of all our neighboring countries flying, colorful costumes and concessions and a peppy band, it presented a gorgeous spectacle long to be remembered by Roswell youth. The entire program stressed the spirit of friendliness toward our South American neighbors.

During the evening free entertainment—music, dancing, boxing—was provided on a huge platform erected in the center of field. There were, too, relays and games as well as some free concessions, so that money was not esssential for a good time. Again the teen-agers had a dance sponsored by the Senior High School P.T.A.

In 1944 Roswell had set up a Spanish American Teen-Age Club with 314 members. This group entered a float in the parade and took part in the carnival. Then they returned to their center where they had a Halloween party and dance. It was found that "spooks" and "apple bobbing" were new to most of this group.

Satisfied!

Needless to say Roswell is entirely sold on the idea of a Halloween Fun Festival. It is a perfect example of community cooperation and of the value of volunteers. Teachers remarked that school atmosphere on October 31 resembled the day before Christmas vacation. City officials reported no destruction. Parents said that here was a place where the whole family could enjoy the same entertainment. A prominent citizen said, "I like it! I learned a lot about various flags tonight! I saw old men and women with their grandchildren having a good time! I saw a child come out of a

Courtesy Recreation Department, Roswell, N. Mex.

shabby little house, but with a mask—he was as good as anyone for one night. We need more comunity recreation! Every penny went to a good cause."

TOOELE COUNTY JOINS THE GANG

"Join the Gang! Make Merry Without Destruction!" is the Halloween byword for a whole county in Utah. All over Tooele County children and young people under 20 were organized — through their neighborhood schools—into appropriate age groups. Everywhere in the county youngsters signed this pledge card.

I'M JOINING THE GANG
Tooele County, Utah
HALLOWEEN SEASON '45

I agree not to destroy or deface property or do anything to endanger life.

It is understood this ticket admits me to the Big Halloween Affair arranged for my age group.

School..... Name.....

Sponsored by the Tooele County Recreational Committee and Other Community Organizations

Flyers on gay yellow paper were distributed about the county. They read

"Tooele County is Celebrating!

"We kids, all of us in the county, 6 to 20, are 'Joining the Gang' *for lots of fun and merrymaking without destruction.*

"Let's put our county on the map by doing this job right!

"Membership tickets are available at every school in the county. There is a ticket for each of us. There is no charge and it is good for admittance to the party and celebrations in our community planned for our age groups. Those under 20 out of school may get tickets from the nearest principals of the schools.

"The oldsters in our communities are furnishing eats and prizes and helping us make merry. Let's one and all prove we can do our part.

"Signed, The 'Kids' of Tooele County"

Spooks and Magic

When The Night arrived there was a party in every elementary school in the county. They varied somewhat. Perhaps the biggest of the affairs was that held at the Tooele Junior and Senior High School. Here an elaborate *Tunnel of Horrors* led to an *Inner Sanctum* which challenged the imagination of the most skeptical.

The Tunnel was entered through the school's basement door. An "ocean-wave" slide precipitated the youngsters through darkness and landed them beside a rope, electrically charged in some places, which guided them through a labyrinth of spooky props—a rubber life boat, tin buckets and cans, clammy wet rubber gloves, tickling strips hanging from above, water dripping. It took an hour and a quarter for all the gang to pass through the Tunnel.

The Sanctum was divided into four "magics"—future, muscle, mind, chance. In classrooms bearing these captions there were fortune telling, bingo, guessing contests, darts, bean bag games, roulette. In addition, a fine seven-piece orchestra played for dancing.

The Tooele Lions Club furnished and served doughnuts and cider—all the youngsters could eat and drink. The Tooele merchants provided hundreds of prizes—value one cent to $5—for games and door prizes, costume and grand prize.

Success?

On every count the program was a success. And that success was due to the cooperation of the schools, churches, community recreation committee, civic organizations, newspapers, merchants, individuals. By no means the smallest factor in the success were the youngsters themselves — of all ages. They entered into the spirit of the occasion and really made a go of it.

Of course, there were a few youngsters who violated the code of their groups, but these were exceptions. This whole affair has shown that Halloween can be a joyous occasion in every community with plenty of thrills, adventures, mysteries and spooks, without the undesirable features of the season. Many hardly believed it possible that all the annoyances of turning over buildings, tearing off gates, and many other things which had plagued the various communities in the past could be almost completely eliminated. The day after Halloween proved this to be true.

The program has definitely proven that where the oldsters help plan the youngsters' celebrations instead of expecting them to forage the community for opportunities of thrills and excitements that the whole Halloween season can become an honored tradition of merrymaking, thrills and fun without destruction.

LOS ANGELES LIGHTS A BONFIRE

Witches ride their broomsticks and cats walk carefully on sheathed claws against a night whose curtains have been pinned back—not by the stars of the cowboy ballad but by giant bonfires.

These are not ordinary bonfires, either. They are reminiscent of the signal piles that stood along the coast of England ready to warn the people from John O'Groat's to Land's End should Napoleon threaten invasion. For days before the eve of All Saints' Day the patrons of Los Angeles' playgrounds busy themselves with preparations for the fire. People of all ages bring fuel for its flame—old boxes, unused railroad ties, scraps of lumber and shavings, dried branches to the site. "How high will the bon pile be?" each asks as he adds his offering to the rest. By dusk on October 31 each fire pile is ready, waiting the signal for the lighting. Waiting, too, is every conceivable kind of noise-maker. They will be set a-sounding when the flame is kindled. Their wielders, like all the rest of the crowd that is assembling, are amazingly costumed. Near at hand and on the alert for stray sparks is a fire control squad. They are carefully schooled in their duties, for these are tremendous fires and must be kept under control.

By 7 o'clock everything is ready. A bell rings out. Live fire is applied to dead fuel. The noise-makers let loose with all the racket of Satan's own fiends. The flames at the bottom catch hold and jump into the middle of the pile. The Halloween program is under way.

One Program

The program varies in Los Angeles from playground to playground. Here is one that is typical.

The fire was lighted at 7. At about 8:15 there was a costume parade starting around the fire and ending on a stage for costume judging. At 8:30 carnival games began. And at the same time a vaudeville and Professor Quiz program got started on the platform.

The carnival games were erected in a row and consisted of 12 games of skill. Several of them were for children 8 years and under, and a few were of the type that would interest boys over 17. The others were for children up to 16 years of age. When he had scored a certain number of points, the contestant was given a ticket which was exchanged at the playground office for a prize. The prizes were carnival horns and other types of noise-makers. Vaudeville numbers were presented by members of the dancing and dramatics classes. Contestants in the Professor Quiz program were selected from the audience.

Side shows and a puppet show opened their doors at 8:15. The side shows included "Monkey Village" and "The House of Freaks." At the Monkey Village people entered — single file — a room decorated with corn-stalks, crepe paper pumpkins, and the like. It was dimly lit. At intervals signs reading, "To the Monkey Village," were posted. As the people approached one corner of the room, they encountered a large mirror with a large sign reading, "Here are the Monkeys." The House of Freaks side show was arranged so that persons also entered in single file and passed a large table covered with cigar boxes, their contents having such items as a bunch of bolts, nuts and screws with a sign reading, "An Old Ford." Another had a safety razor with a sign reading, "For Men Only." Other signs: "A Barkless Dog"—a wiener, "For Ladies Only"—hairpins, "Swimming Match"—a match floating in a cup of water, "Snake-eyes" — a pair of dice, "Broken China"—a broken dish.

The puppet show was one of the busiest attractions of the evening. A seven-minute Halloween mystery titled, *The Halloween Performance,* gave eight performances and charged adults two pennies admission, children one penny.

Nine o'clock was dance time. Interested participants adjourned to the tennis courts where amplified recordings furnished the music for cheats and other mixers.

By 10 the bonfire had burned down to coals—just right for baking wieners and potatoes and toasting marshmallows. The dying embers were the right background, too, for group singing before the crowd broke up, moved off toward home "and so to bed."

PITTSFIELD GIVES A BLOCK DANCE

Pittsfield, Massachusetts, rounded out an evening of Halloween fun with a block dance. The evening got off to a first rate start with a parade. Along the line of march 29 judges stood ready at strategic places to decide on the best costumes. As the clocks in all the steeples chimed 7:30 the parade got under way—right on the tick. There were more than 1,000 youngsters marching between sidewalks lined with 20,000 Pittsfield citizens turned out to watch the fun. The paraders had a glorious time as they followed with shouts of glee between a marshal splendidly arrayed in kilts and tam-o'-shanter.

When the judges had handed down their decision on the best costumes the crowds moved on to a series of parties planned at different places for

(Continued on page 342)

Antidote to Loneliness

By GLADYS MORRILL
New Orleans, Louisiana

IF, SOME WEDNESDAY afternoon, you should visit the recreation rooms at the Cabrini Playground in the historic old French Quarter of New Orleans you would find there a group of men and women ranging in age from 55 to 90. They might be considering the works of Shakespeare or discussing the merits of the Irish potato as a painkiller for rheumatism or listening attentively to a poem read or recited by one of their members. They might be grouped around the piano singing the songs by a by-gone day or enjoying refreshments which they had prepared themselves—hot coffee in cool weather or tall glasses of lemonade in summertime, tasty sandwiches and tea cakes. No matter what pastime you found them engaged in they would be interested and happy because this group of elderly people have built their own little social organization unhampered by rules and management. The group is sponsored by the Orleans Neighborhood Centers and there is a leader provided by the agency, but she acts more in the capacity of hostess for the group, arranging any necessary details and smoothing out any differences or difficulties that may arise.

The Club is Opened

It started back in 1940 when the Orleans Neighborhood Center (then singular in title) was located in the heart of the French Quarter and housed in an old neglected mansion. The yard, once a picturesque patio, had become a playground for the children of the neighborhood and the spacious high-ceilinged rooms housed group activities. The Center's Director became interested in the old people of the neighborhood. They wandered about aimlessly or they sat forlornly on the steps of their homes or rooming houses. She felt a deep sympathy for these men and women of a by-passed generation who might reasonably expect 10 or more years of life yet had neither work nor friends nor recreation to fill their time. If they could know each other, she thought, and perhaps meet together once a week to talk over a cup of tea, the hours might seem less monotonous and the days less empty. Here, she decided, was a worthwhile project for the Orleans Neighborhood Center.

Through personal contacts and by asking interested persons in the neighborhood to suggest names the Director compiled a list of older people to whom she sent cards inviting them to the Center on a given date to discuss the formation of a club. She was pleased when 14 of the 16 invited appeared on the day of the meeting.

As might be expected in an artistic section like the French Quarter, the individuals were widely different in background and temperament and extremely interesting. There were musicians, actors, evangelists, school teachers, accountants and housewives. Most of these men and women had passed their years of activity and were living on very limited incomes, either with relatives or in crowded rooming houses. They welcomed an opportunity to meet others of their generation.

(Continued on page 334)

Recreation on Welfare Island

By MAXWELL LEWIS
Superintendent
Welfare Island, New York

THE RECREATION PROGRAM for the 1,700 guests of the New York City Home is organized and supervised by a Director of Recreation. Its basic divisions are: active, where the individual takes part by himself or in a group in some form of recreation; and passive, where the individual is a spectator of an activity performed for him.

Planning for the program must take into consideration the physical condition of the individual and the level of his intelligence. The latter, in the great majority of plans, presents no challenging problem. The physical condition of the individual is most important. Among the participants are the ambulatory and the semi-ambulatory, those who find it almost impossible to leave their bedsides, those who need to use crutches or wheel chairs, the sightless.

The Passive Program

Auditoriums. There is one large auditorium which seats approximately 800 people. There is, also, a day room for women which can seat about 300 guests of the Home. For the ambulatory and some of the semi-ambulatory and wheel-chair patients these two auditoriums are the meeting places for the spectator programs.

Central Radio. The Home has a central radio system located in the large auditorium from which regular radio programs are broadcast to all the people in the wards as well as to those who might be in the auditorium. By using this radio system commercial stations can be tuned in or activities emanating from the auditorium or from other wards or from the park or from the Superintendent's office can be broadcast throughout the Home. One of the guests, in charge of the radio, has been taught to operate the system and he does so according to a pre-arranged schedule based on a poll taken among the guests.

Individual Ward Radios. Many of the wards are also equipped with individual radios so that programs of the patients' own choosing may be tuned in if they so desire and the central system tuned out. The people in the wards for the blind are especially apt to prefer programs of their own choosing.

Talking Books. For the sightless and the bed-ridden, *talking books* borrowed from the Public Library are played on machines also lent us.

Motion Pictures for Ambulatory and Bed-Ridden or Shut-ins. For those who are ambulatory or semi-ambulatory and can make their way to the large auditorium, motion pictures (top Broadway features only) are shown twice weekly during the months from September to April. For those who are confined to their wards the Recreation Director is trained to use our own 16 mm. projector and to give in each ward each week an hour movie program.

Plays, Musicals, Vaudeville, Concerts. The facilities of the large auditorium permit the showing of plays, musicals, vaudeville acts, and the like. Volunteer groups of professionals and semi-professionals are always glad to cooperate. It is possible to present these activities at least once a week. Those who are confined to their wards can get these programs through the institutional radio system. Musical programs, variety acts, and kiddie shows are most popular.

Band Concerts. During the summer months the bands from the various uniformed city services conduct outdoor concerts at least once each week. These programs are sent through the wards over the institutional radio system.

Boxing Matches. The Police Athletic League has been very cooperative and has brought all the necessary equipment for boxing — including boxing ring, and young amateur fighters—to the Home. The men enjoy this type of program immensely.

Recorded Music and Home News. The radio system is regularly used to broadcast music programs arranged by the Recreation Director. We have accumulated a music library of our own. One of the guests has been trained to gather news of the Home and to broadcast interesting local items over the radio.

Stories. From time to time volunteers go to the various wards occupied by the infirm and gather a group to whom stories are read.

General Features of Spectator Activities. At the spectator events we try, as much as possible, to give those who attend some form of refreshment.

At the band concerts it may be soda-pop or ice cream; at the boxing bouts, tobacco for the men; at the plays or shows, candy; at the moving pictures in the wards, candy or ice cream or cake.

The Active Program

Individual Games (Indoor). The people may enjoy games of checkers, chess, dominoes, whist or other card games. A section of the large auditorium is set aside during the day as a play room.

Individual Games (Outdoor). During favorable weather outdoor games like quoits and shuffleboard are played by the men. These individual games and competitions are arranged by the Recreation Director who gives prizes at the end of each week to the winners of the various tournaments.

Holiday Parties. Holidays, such as Thanksgiving, Christmas, Halloween, St. Patrick's Day, Easter are always celebrated by mass activities in which many participate. The celebration may take the form of a dance or a party. Games of appropriate nature are always played on these occasions and always there are prizes to the winners and refreshments for everybody.

Orchestra. The Home boasts a fairly good orchestra made up of its guests. This orchestra plays at all dances and parties and visits at least one ward each day. The orchestra is under the direction of a paid leader. The members wear a distinctive uniform on party occasions and dress up appropriately at gala affairs. Decorations in keeping with the occasion always play an important part in planning for recreation.

Weekly Dances. Dances are held weekly in the day room and serve as a valuable asset in the social life of the Home.

Community Singing. Wherever the orchestra visits, the leader always arranges a program of community singing. The old songs are prominent on the program. If it happens that one of the guests in the ward has a birthday, there is usually a birthday cake and singing.

Amateur Shows. The orchestra leader has been successful from time to time in getting the old people to give amateur shows and musicals. These shows and musicals are great events in the lives of those who make up the cast. Home talent is usually well-received. The costumes are designed and made in the Home and, of course, the orchestra plays the music.

Summer Program — Bus Rides. The summer months offer a real challenge for a recreation program. Bus rides are usually arranged to take the old people to various nearby parks. We try, always, to take semi-ambulatory patients on these rides. A nurse, a doctor and other attendants go along. Milk, sandwiches, fruit and candy are important parts of the trip. Often the orchestra goes on the trip.

Picnics. Picnics are held at the nearby parks. The orchestra plays and there are games and stories. These rides and picnics are eagerly sought after.

Boat Rides. The bus rides are combined, sometimes, with boat rides up the Hudson or to Coney Island or the Rockaways. Every effort is made to take the wheel-chair and semi-ambulatory patients. Often arrangements are made with city authorities to have one of the city boats pull up to a dock on the Island. On these occasions we take many of the shut-ins. Here, too, nurses, attendants, a doctor and the orchestra accompany the people.

Outings on the Island. Occasionally a group is collected and an outing is arranged on the Island. The group will go off by itself under leadership, play games, sing, take along food and have a general good time.

Ball Games. The various baseball clubs in New York have, on request, cooperated by furnishing us with tickets for ball games. Many of the men take advantage of this generosity. They are sent to games by bus accompanied by the necessary attendants.

Museums. Some of the people ask to be taken to the museums. There aren't very many who can indulge in this activity but for those who wish, arrangements for proper attendant care is made.

Library. There are two libraries and a visiting library in the Home. For those who want to spend their leisure time reading there are books, magazines and newspapers in many languages.

Recreation Programs by Churches. The various churches, Catholic, Jewish, Protestant very frequently supplement the general recreation program with celebrations of their own. Each of the churches has an auditorium where programs can be given. These supplementary recreation programs are welcome. Here, too, refreshments are a part of the day's activities.

In general the recreation program in the New York City Home is designed to make it possible for every individual in the Home to enjoy his leisure time in such manner as he chooses for himself.

They Took to the Hills

By JOAN RANKIN
Moscow, Idaho

TWELVE CHURCHES in the Pacific Northwest have attacked the problem of adequate recreation facilities for college age young people. They have set up a program to develop a 36-acre camp and playground, high on the slope of one of the mountains of northern Idaho.

Situated in adjacent border counties of Idaho and eastern Washington there are three institutions of higher education—the University of Idaho in Moscow, the State College of Washington in Pullman and the North Idaho Teachers' College in Lewiston. With an aggregate postwar enrollment of about 10,000 students expected on these three campuses, the Christian churches of Latah and Nezperce counties, Idaho; and Clarkston and Whitman counties, Washington; recognized the need for an appropriate recreation center for collegians' week ends and holidays.

To help take care of the situation they acquired Sun-Crest, a primitive area of wooded ridges and ravines — ideal for skiing, toboggan slides and a large log cabin chalet, called Sun-Crest Lodge capable of sheltering as many as 40 people. All last winter, church leaders in the four counties went over details of finance and construction, and early in the spring of 1946 when the roads were open for builders the first ground was broken on the mountain.

The planners are fortunate in having this area of breath-taking beauty, with an exceptional view of the Palouse farming country south and west, the Snake and Clearwater canyons and the Blue Mountains. From the ridge, the slope is to the north, with a small stream and all-year spring in the flat of the north part of the area. The region varies from open country to heavy timber, including proper material for long structures. A hundred yard drive from Sun-Crest to the country road, provides access at all times.

The minister of Moscow's First Christian Church is one of the originators of the idea, and acting director of Sun-Crest. He says, "The American people are looking to the lakes, rivers, and hills for health, recreation, and education. Educators have discovered that there are other techniques than the school room, valuable in character building and citizenship. The church recognizes this trend by using camps, conferences, sponsored recreation, and outdoor worship as tools of Christian education."

Activities

Winter activities, so far have highlighted the program. All this past winter, not a Sunday has gone by without the shouts of people at play ringing down the snow-covered slopes and ravines of Sun-Crest. Moscow Mountain has long been a favored spot for skiers. Until recently Washington State College's Y.M.C.A. has maintained a ski run and lodge on the property, higher on the mountain than Sun-Crest. Its only drawback was its inaccessibility. Sun-Crest, which is accessible at any time of the year, has skiing conditions which are excellent. The University of Idaho maintains a lodge on an adjoining mountain also, as skiing is fast becoming one of the most popular winter sports among the college students of the Pacific Northwest. Skiing has been so popular as student recreation, that the Moscow Christian Church has felt justified in purchasing six pairs of skis for the use of the students, or of people in the other age groups of the church.

There will be no room for the faint-hearted on the toboggan run as it winds its way down the steep hills, with corners banked to preserve speed for the 1,000 feet of its length. Going down one side hill you will gain much speed, and then the run will take you up another until you are stopped again. Truly, it will be keyed for thrills.

In addition to completing the ski and toboggan runs, the Sun-Crest builders hope to finish a good road, before the fall snows, which will make the lodge accessible throughout the year.

At any time of the year through the timber you can see deer, an occasional bear, and many other wild animals. There are many different kinds of timber—fir, ponderosa pine, tamarack, cedar.

The winter activities are not alone in presenting the attractive side of Sun-Crest, however. When the summer sun is beating with fury on the hot August streets, five miles to Moscow Mountain

(Continued on page 339)

Play for the Pre-School Child

FROM THE YOUNG CHILD'S point of view, play is the most important element in his day and makes life worth living. So spontaneously creative are children that indoors and out, at all seasons, with other children or alone, the growing child will play. But his play can be thwarted by an unsympathetic adult, by ill health or undernourishment, or it can be arrested by the poverty of his environment. Fortunately, most adults "let" children play, especially children under six. If the children are not given toys, they will play with rags, stones, sticks, clothespins, or anything else available. They impersonate, dramatize, reenact, and enlarge upon any information, however meager.

Play, Work, and Adventure for Young Children

Yet play is not simply play. Through it children are unconsciously learning to adapt to life and to take an active part in it. They dramatize human relations, they discover how to get along with others, they learn about themselves, they develop a control over inanimate objects. In play they set their own standards and measure themselves with their own yardsticks of success. Like ivy on a brick wall, they put out their own shoots and tentatively select their own directions of growth.

In order that play may be happy and fruitful, children need sunshine, fresh air, space, cleanliness, and materials which they can adapt to their own purposes. If a child is an integral part of his family and of the community in which he lives, his play will reflect growth and new horizons. As he grows, he will play for longer periods, in a more complicated setting, and with larger numbers of children contributing to his plans. He will learn to take turns and share things; above all, he will learn to exchange ideas. He will act his age in order to hold the respect of his playmates. He will make individual decisions and participate in those of his group. In his own small way, through taking care of himself and respecting others, he will be helping democracy to succeed.

Even during the years from three to six a child will have some experience in chores. There will be the putting away of playthings, the taking care of his own clothes, perhaps some brushing up of sand spilled or the filling in of a hole dug, the regular care of a well-loved pet, and the chance to help an older person now and then. In carrying out such little duties children learn respect for the work of other people, for the needs of animals, and for the conservation of valuable objects.

Adventure, as well as play and work, is a necessary part of a child's life, and time for it should be provided. A trip to the store, a walk around the block, watching the plumber repair a fixture, a word with the traffic policeman at the corner, an afternoon in the park—any of these may constitute adventure. Such adventures will help children to become better acquainted with the world, to discover their own limitations and potentialities.

Play, work, and adventure of young children require oversight on the part of an adult. No child five or under can be expected to meet adequately all the contingencies of the environment or direct all the impulses that surge up within him. Herein lies an opportunity. Through sympathetic and understanding guidance, adults will find countless openings for interpreting the world to a child.

Play Groups Under Leadership

Play is a major educative force in the lives of young children. Some public schools have been bringing together children of two to six years of age for the purpose of supervised play. These children assemble in groups at regular intervals once, twice, or three times a week under the guidance of a qualified nursery school teacher. If mothers are trained, and each mother takes her turn as leader of a group of children, a trained professional worker in nursery education can supervise a number of such play groups. This last arrangement has been found economical, and it promotes valuable experience for the mothers.

The children have the advantages of both individual and group play. The public schools provide trained guidance and an appropriate environment with space, equipment and healthful surroundings. The parents enjoy the advantages of participation and observe how their child works and plays with his peers, what he regards as satisfactions and as obstacles and what progress he is making in the use of language, materials and equipment.

The young people of the secondary school, especially students in the social studies and homemak-

(Continued on page 340)

Letters to the World

Battle Creek
Michigan

Dear Chief:

When you asked me to take over at the Youth Building the other day while you attended the Michigan Recreation Association meeting, I was inclined to feel a bit put out because I had planned such a busy outdoor program for that day. But the mountainous pleasures which were my lot in playing host to your family of recreation-minded men, women and children compensated me a hundredfold for any inconveniences which I at first felt the assignment might cause me.

So, the laugh's on you! And, before I forget it, whenever you are called away again, don't forget me—it's a pleasure to carry on where there's so much doing and where you feel you are having some little part in contributing so much to the happiness, pleasure and contentment of so many.

What a family of recreation people you have at the Youth Building, too! Actually, there were more than a thousand of 'em, from starting to closing bells. We'd have had more, too, but there are certain limitations within the four walls of a building—even one so large and splendidly appointed as yours.

Hardly had I reached the building at 6:45 that morning before a couple of youngsters came plodding through the doorway.

"Hey, mister," says the freckled-faced, red-haired eldest of the two, "me and my buddy, here, we wants to 'recreate.' Whaja got?" And from that moment until your building custodian said something about past closing time as the clock stroked 11:30 that night, I had as busy, as merry and as plentiful a day as I ever hope to see, even if I remain in recreation work another century.

Actually, it was a never-ending whirligig of fun and excitement, what with trying to keep pace with those boys, girls, fathers, mothers and even the "grandpappies" and the "grandmammies" who converged upon the center in a seemingly endless procession.

I wondered for a time how you could ever fit so many different age groups, so many diversified ideas, such cosmopolitan gatherings into a closely knit, smooth-functioning program serving all of their wanted activities. Your daily building chart solved that problem for me at a glance. I know that chart didn't just grow, that it evolved from years of experience and from a careful, tireless study of community needs and wants and from an honest, sincere effort to weave them into a 16 or 17 hour day, but I wonder if you ever have analyzed the results that are being attained.

Such an analysis, it seems to me, would be of immeasurable value to communities everywhere in their efforts to solve recreation problems — and when I say recreation problems, I mean recreation in all of its sundry and manifold applications.

School and Recreation

I was astounded at the number of five, six, seven and eight-year-old boys and girls who came in for early morning play on the way to school. As they left, older groups, boys of junior and senior high school age came flocking in, actually hundreds of them. They seemed to be particularly interested in swimming, general gymnasium activities and table tennis, though not a few spent their leisure time in the craft shop, in the music rooms, or in one of the lounges pouring over books and making ready for succeeding classes.

It was half way through the morning before I learned that these student visitations were a part of the regular school curriculum — a fusion of school-recreation functions working to the mutual benefit of all and attaining a maximum usage of facilities which might otherwise be idle and valueless. Here, it appeared, was a realistic, beneficial application of ideas and principles which have evolved from our World War II experiences and which have resulted in the current national clamor for physical education programs on a basis of mass participation—programs for all rather than merely for the chosen few.

There was still further evidence of this postwar trend as the day wore on and group followed group in a procession that worked with clock-like precision for the utilization of your facilities.

Pause in the Day's Occupations

Came the school lunch hour and groups of business men and women made their appearances. They played volleyball and badminton, enjoyed short swims. An impromptu basketball game developed in one group and another group set itself apart for light calisthenics. Others played table

tennis. A few games of chess were in progress. Still others of these adults took themselves into the craft shop to fashion little gadgets for home or office.

The machine smoothness of these operations, Chief, was a source of wonder to me. The thought struck home that no such degree of perfection and frictionless movement ever is attained without countless hours of study and application in the building of a program which seemingly carries of its own weight and its own volition with a minimum of direction and supervision. Certainly, behind all this there must have been months and years of planning, of scheming, of detail-perfecting.

As the one o'clock whistle sounded, the adult groups vanished as if by magic and in their stead came other groups of students — boys and girls who devoted themselves to the multiplicity of activities which you have provided.

Arts and crafts at the Youth Building

Every student seemed to have in mind a well-planned routine which, observation disclosed, was in keeping with the things that boy or girl needed most in the upbuilding of his or her body. There was never a program too strenuous for the frail students, never a routine too limited to result in time-wasting. Yet there never was conflict, never overcrowding in any recreation activity or pursuit. The students moved from one event to another as if they had been trained and drilled for months—yet there were no given signals, no spoken words to indicate that the time had arrived for the ending of one activity and the start of another.

Workers Take a Hand

Promptly at 3:30 P. M. the last of the students left the building and in their stead came grimy-faced men and women from Battle Creek's industrial plants. They showered or swam, engaged in gymnasium games or played table tennis or just lolled about in the lounge rooms listening to the radio or the phonograph. A few segregated themselves for a little impromptu dancing while one of their number played the piano. Some retired to the reading and writing rooms, while others played such small games as chess, checkers, Chinese checkers, and the like. There was no wasted energy, no wasted or idle facility and that, again, brought astonishment. Through this two-hour program, there was the same smoothness of operation, the same frictionless activity that had marked other participations through the day.

After the industrialists came more groups of business and professional men, entering into the spirit of recreation with all the eagerness of youth —and apparently with as much vigor. The more rugged and younger group played basketball, a middle-aged group took to badminton and volleyball and some of the older ones played table tennis or did light calisthenics. And as a grand finale all, it seemed, enjoyed a shower and a plunge.

It was supper (or dinner) hour now, Chief, and a respite from the busy preceding hours would surely be my lot, I thought. But not for long. Barely seconds later there descended upon us a building full of teen-age girls. Why, the way they came streaming in, I thought some one must have passed the word that we had a barrel of bubble gum for distribution, or maybe, a couple hundred dozen of nylon stockings! Hardly had they disappeared into their dressing-shower quarters in anticipation of an evening plunge before their male counterparts took over—and there were more than 200 of them by actual count.

Your eight o'clock curfew for these younger boys and girls is a swell idea, Chief. Not only does it insure early arrival home for these young folk, but it clears the way for the adult programs which follow. That adult mixed swimming period is just

about tops in the way of invigorating recreation for these older people, too.

For the Disabled

And those chess instruction periods for the wounded war veterans from your nearby Percy Jones General Hospital! What a wonderful contribution that program is, Chief, not alone in providing recreation hours and diversions for these lonesome, social-hungry men to whom we owe so much, but as a very definite and material contribution in helping them to overcome the shyness and timidity which weeks and months of isolation and confinement have bred in them.

It was particularly gratifying, too, to note how readily the citizen players of the community welcomed these veterans into their social activities, accepting their war-created deformities in such a matter-of-fact manner, and never a notice or mention, nor even a second look, at the armless or legless boys, or the boys whose features have been torn or shattered by shell or burn. Here, truly, was glorified recreation in all of its ramifications, extending far "above and beyond" the call of duty. Somewhere, sometime, Chief, there's going to be a merit ribbon for those citizens who are contributing so much to the rehabilitation of these wounded veterans in the routine of normal living.

That idea of a dance for the adult groups each Saturday night certainly has hit a responsive chord here, if the attendance last Saturday night is any criterion. I also understand you have set one night aside each week for a high school dance which attracts upwards of 300 boys and girls of high school age. And such attendance certainly proves the popularity of that event.

Never, Chief, did I have any appreciation of what it might be like inside a beehive at honey-making time until I had this one day at the Youth Building. And if you thought I might have felt a bit aggrieved at being summoned for this one-day stand, the laugh's on you. It was jolly well bully, old fellow, and I'm hoping you'll be called away again—and soon. And when that beckon comes, don't forget your old pinch-hitter.

Yours in recreation,

RALPH.

TACOMA
WASHINGTON

DEAR BETTY:

IT HAS BEEN A LONG TIME since you've heard from this part of the country. If the truth be known it isn't because we haven't been thinking of you and wondering how some of your square-peg-in-round-hole problem children are making out. You're really up against a situation, and probably it's too late in the season to start a revolution of activity, even a minor one. Anyhow, I want to give you just an idea or two of how we worked out one problem here in Tacoma, Washington, this winter—which, in your more serious moments this summer, you might ponder over and then see how the powers that be would like to make a few innovations for your next school season.

Cooperation

We've been doing a combination job for both adults and teen-agers. And it is the teen-age group in which you are most interested. We've really had good success in our attempt, and the goose hangs high for all the many additions we hope to make next season. Our Recreation Commission comes under the authorities of the local Park and School Districts. So it has been a case of working cooperatively and also independently, and, besides planning various programs for paticipants, getting acquainted with the school principals. We have two recreation buildings built by the Park District in the city, so in order to have a well functioning program—and one which reaches all sections—we are at the present time using basements and gymnasiums in the schools for evening recreation activities.

It's really wonderfully encouraging how well the principals, teachers, P.T.A. members in different neighborhoods will cooperate with a clearly organized and well-planned program for the youngsters. While we have a long way to go to get all the equipment we need and iron out such problems as low ceilings in basements, the programs for the most part have been enthusiastically received, and the attendance has grown from month to month.

No use right now giving you a total picture of all the centers (drop-in centers we call them), but I do want you to know about one place in particular—a junior high school teen-age center, about the type of recreation which is offered, and the grand cooperation we receive.

The school itself is located in a thickly populated district. There are some itinerant families, but for the most part the people are permanent, "middle class" residents and home owners. Most everyone is recreation and athletic-minded, but the types of recreation which have been available consist of a movie or two, a public bowling alley, an ice cream counter where anyone and everyone can congre-

gate. Such an atmosphere isn't always the best for the growing teen-ager.

Some members of the neighborhood P.T.A., the principal of the junior high school and the superintendent of the Recreation Commission all agreed that the school would make an ideal spot for a teen-age drop-in center. They had, then, to decide how many nights a week the center should be open, what age youngsters it would serve, and what sort of activities could be offered with a minimum of equipment.

Facilities and Personnel

The physical facilities of the building were good. A large gymnasium with dividing doors (used in the day time for both boys and girls at the same time) was one asset. A huge basement room, also in two sections, could be used. Some equipment was obtainable from the Park and School Districts. Available were such items as ping-pong tables, shuffleboard cues and discs, basketballs, volley balls, and—best of all—a loud speaker and amplifier which belongs to the Park District and which could be lent for the winter season to the School District. Incidentally, Betty, music is something that everyone wants and really needs. Won't it be wonderful when budgets are large enough and the supplies of radio and recording machines are again on the market?

Which makes me digress for a minute from my story. One of the other centers wanted music badly but lacked the necessary equipment. Nothing daunted, the men in that neighborhood got together, found old parts of a radio and victrola and made their own cabinet and music producer for their teen-agers. And it works beautifully, too!

But to get back to the main point. We felt certain that there would be a good attendance from the start, and in order to keep some activity going in all the four rooms, four leaders really were needed. Two men were chosen—one as director of the entire center—and two women. All of these people had experience one way or another in recreation work and in dealing with adolescents and their problems. The two men teach school during the day, and are both well liked by their students. The director is a fine organizer and leader, popular, and the boys and girls were thrilled that he was to be their director.

The principal felt that one night a week was enough to have the center open, because of school activities, study, and family requests. Wednesday evening was chosen. The days are short in the winter, and we chose the hours of 6:30 to 9:30 P.M.

Officers — a president, sergeant-at-arms, treasurer and door checker—were chosen from the boys and girls themselves. Everybody who took part in the activities signed a card with his or her name, address, school attended, parents' names and hobby. Then each in turn was given a membership card. This card is presented each time a youngster signs up at the door entrance. The cards are then used as a deposit on ping-pong balls and paddles, shuffleboard cues and other equipment. Attendance checkers take turns registering and keeping a record in the attendance book. This helps us keep a city-wide attendance record.

Program

Basketball, volleyball, captain ball, are all played at different times in one section of the divided gym. On the other side the recording machine and loud speaker are used for dancing, conga lines, and musical games. In the basement rooms five tables are in constant use for ping-pong and a shuffleboard diagram has been painted on the floor for those who would like that game. There is never a dull moment, and everyone who comes into the building is busy and happy, sorry when 9:30 arrives and it is time to leave.

About half-way through the evening an intermission period is held. The previous week it has been decided which three or four of the teen-agers would like to help put on a stunt or two. This might be singing, playing the piano or other musical instrument, a special dance number, or whatever demonstration of talent is available. Everyone gathers around in a big circle—and the applause for one of their own members is really something to hear. One night a little fellow, about 14 years old (junior high youngsters are admitted to this center from anywhere and everywhere in the community) played a squeeze box with all the assurance and ability of one many years his senior. One time an impromptu skit on "The Shooting of Dan McGrew" was presented. All the spare kitchen aprons, lumberjackets, and moth-eaten animal hides available in the community were borrowed and used. The "props" were stupendous, and almost out of this world. After the "show" everyone troops to the basement rooms where soda pop and cokes are sold for a nickel. The youngsters manage the sale of these and the small profit which is made is used to buy new records for the recording machine.

(Continued on page 334)

What They Say About Recreation

"EVERYONE MUST BE A CHAMPION in something. Each person must have a personal skill through which he can secure deference from his fellowmen. Arts and hobbies are indispensable in modern life."—*Dr. T. V. Smith.*

"The highest enjoyments of life must be open to the worker, to the middle class, to all in common. Beauty and the arts must not be restricted to the few; they are the property of the whole."—*Eduard Lindeman.*

"Some one has said that there is enough dynamite in The Sermon on the Mount to blow up everything that interferes with fullness of life for all."

"You don't pick up a hobby merely to cudgel some skulking waywardness. You develop interests, discover talents, improve skills because that's the way you grow and acquire zest in living."—*G. Ott Romney* in *Off the Job Living.*

"Music speaks to humanity of the things they have in common, not of the theories or ambitions or ideas on which they disagree."—*Leopold Stokowski.*

"With the advent of more leisure for all will come the necessity of mastering the finer art of intelligent loafing, for it is not desirable that all leisure be spent in activity. Loafing, resting and meditation have a place in life not usually given them by the modern."—*Frank H. Cheley.*

"The experiences that linger in the memory are those enjoyed through one's own efforts — the seeking through the woods, the exploring of trails, even the thought of something beyond the ranges. Take the imagination out of life and treasures become commonplace."—*Olaus J. Murie* in *National Parks.*

"I think the spirit back of it all should be the spirit of the Puritans. They didn't succeed along the road they chose, but they were right in their main idea, which was that it was the business of the State to make of this world a place in which the soul of man can live."—*Joseph Lee.*

"A danceless country like ours quite often forgets to remember that the art of dance is not just an instrument of amusement. In human society the dance flourishes best in its fluidity, force and purity when man is vibrantly virile. The majestic prowess of dance is most evident in the country where the wealth of the vigor of manhood is inordinately abundant."—*Rabindranath Tagore.*

"Even the most devoted fisherman is not a fisherman only; part of his recreation lies in enjoyment of his environment."—From *Park, Parkway and Recreational Area Plan,* Wisconsin.

"Is leisure valuable? Should the school feel justified in cultivating a taste and a technique for leisure? Surely. We are ready now to take the curse out of labor. But we must first make sure to take the poison out of idleness."—*Angelo Patri.*

"Most things worth having cost something, and a lot of what they cost is work. So of happiness, so of peace."—*Willa Roberts.*

"It is the business of those concerned with recreation to assemble from the ends of the earth every cultural tradition of excellence, every capacity for research in developing sources of creative design, and to create for the great and growing field of recreation recognized educational leadership comparable to that in any other educational field."—*Arthur E. Morgan.*

"Students should be trained in sports so that they may continue after college. . . . They should also be trained in the fine arts as a definite use of leisure."—*Winslow S. Anderson.*

"How to develop fruitfully one's leisure time . . . how to develop the arts; how to get the most out of life. These are the real problems of a civilized people who have yoked a billion of mechanical horse power."—*Stuart Chase.*

Hail, guest, we ask not what thou art,
If friend, we greet thee, hand and heart,
If stranger, such no longer be,
If foe, our love shall conquer thee.

—*Welsh rhyme.*

Recreation Versus Juvenile Delinquency

By WENDALL A. PARRIS
President
Health, Physical Education and
Recreation Association

THE YEAR OF 1945 has seen a new level in the total number of crimes committed over the nation. Statistics show a 12.4 percent increase over 1944 figures—the greatest increase in the past 15 years. F.B.I. Chief, J. Edgar Hoover, reports that of these new crimes the most alarming ones were committed by juvenile delinquents. Since 1939 arrests of teen-age girls under 18 have increased 198 percent. The total increase in juvenile delinquency is over 100 percent.

This appalling picture of our modern youth should be a serious challenge to teachers and recreation workers because recreation in all of its aspects can do much toward curbing this increase in juvenile delinquency. It will be necessary, however, to use a more realistic approach to this problem than in the past, and to plan programs thoughtfully in conjunction with other agencies—the school, the church, and the home.

Several important factors must be stressed. The attention of these agencies must be focussed on the need for more money for recreation facilities and workers, keeping in mind that no matter how great the cost of prevention it is cheaper than the cure. There must be developed a closer coordination between in-school and after-school recreation programs. There must be an optimum use of existing facilities and better planning to develop facilities that may be used to the fullest extent by the school in the daytime and, with few additions, for recreation after school.

Where money is to be appropriated for recreation programs and facilities the recreation personnel who have had the training and know the needs should be allowed to ask for what they need without having estimates slashed because the taxpayers say "it is too much." The important factor should be recognition of the job to be done and done well. The cost should be computed in terms of dollars spent in relation to the effectiveness of the completed program, using the participation of young people in the activities as the yardstick..

Let's Be Realistic

In the past physical education programs have been developed in various school systems that emphasize game programs, but often no effort has been made to find out the type of programs being planned to provide for the individual's recreation needs. It is evident, therefore, that a meaningfulness is lost. Young people have a definite tendency to play those games and participate in those activities with which they are most familiar. To prove this ask any boy on any playground if he likes swimming, football, badminton, tennis, softball, and invariably his likes and dislikes will be contingent on his degree of skill and knowledge of the various activities. Ask a girl if she likes to sing, dance, crotchet, weave baskets, play tennis, play hopscotch, and you will find she likes those activities in which she has attained the greater degree of skill or with which she is most familiar.

If this is true why not have plans for school activities drawn upon a more realistic manner than in the past? If the recreation program must of necessity fail to include certain activities because of limited space, lack of money, lack of personnel, the teaching program should be adjusted to teach first for use in the community. If a school has a small yard, little money and few workers, it would be sensible not to teach too much football or baseball, but to substitute handball, volleyball, roller skating, shuffleboard, deck tennis, rope jumping, badminton and table tennis. Forget about games such as softball, football, soccer which need more space and equipment. How many times have you seen a class in soccer or football or speedball that will reach an interest through knowledge but will not, after school, be able to put that knowledge into practice because there's nobody available for a game or because of lack of space? Let us start planning our programs for young people rather than for supervisors, principals and taxpayers whom we have too often been trying to impress.

Better Planning

How can we get the optimum use of existing facilities through better planning? Dr. Bookwalter of Indiana, Dr. Streit of Michigan, and Milo Christianson of the District of Columbia Recreation Department, speaking at the planning sessions

(Continued on page 341)

School Forests in Wisconsin

Print by Gedge Harmon

She can, to be sure, acquire information about nature lore from her textbook, but if the school board of her community owns a forest she will be able to supplement her theoretical knowledge with activity in a fascinating outdoor laboratory

INDUSTRY AND GOVERNMENT are working together in Wisconsin to grow trees for tomorrow. Wisconsin's school forests are part of this long-time program.

A school forest is defined as a tract of land, twenty acres or more, owned by school districts and operated by school boards as an outdoor laboratory to demonstrate practical forestry and to develop appreciation of trees and nature. Primarily the purpose is to give students a broad understanding of the out-of-doors, its wildlife, its beauty, its recreational and economic values.

In Wisconsin, school forests are acquired both by gift and by purchase. In 1928 the state legislature passed a law permitting school districts to spend money to buy lands for such purposes. In many instances counties and town boards have given tax delinquent lands to school districts that have given evidence of their intention to use such lands for forestry and nature studies.

The school forest should be on land classified as forest land rather than agricultural land. Such forests should be reasonably near the school to permit frequent use of it. A lake or stream is desirable, and part of the area should be readily adaptable for picnics and other forms of recreation.

In all cases the forest is owned by the school district, and usually some member of the faculty or of the community is given responsibility for supervision and leadership.

The students actually share in the development of the forestry plan. They study the site, make maps and surveys. Whenever possible classroom instruction is linked with practical work in the field, and the students help clear fire lanes, plant seedlings, thin the plots, harvest the trees, and even take part in negotiations for forest crops. In every possible way they are made to feel that the forest is their responsibility and the result of their own thinking and efforts. They learn by doing. In a ceremony concluding the planting, students take a covenant that reminds them of their obligations.

The school forest is an important factor in the recreational life of the school. At least once a year the entire student body holds a field day in the school forest, planting seedlings or doing other necessary work.

Civic groups may choose to give incentive to the work. In the Wisconsin River Valley, for example, a group of paper mills known as "Trees for Tomorrow Inc." offers five $500 scholarships for students of forestry. Whenever possible such awards are made in the school forest itself.

In Wisconsin there are 212 school forests embracing 14,000 acres of land. As a result of activities in these forests there are many tangible benefits. One school harvests enough forest products to give it $400 a year to be used for school purposes. Another school has built a recreation cabin from materials cut from the forest, and income from sales maintains the cabin. Other schools add regularly to school equipment from proceeds of the sale of forest products. It is generally recognized, however, that the most important result is the training of an entire generation in the true meaning and importance of forests and their conservation.

Some communities already have established school forests as a living memorial to men in the service. Such a memorial combines beauty, usefulness, and permanence, truly symbolic of the great purpose of our national sacrifice. — Taken from *Wisconsin's School Forests,* presented by American Forest Products Industries, Inc., Washington 6, D. C.

"People learn best by doing. Thus a generation of school children with intimate, personal knowledge of forest problems is one of the best guarantees we can have that we shall always have the trees we need to sustain forest communities in permanent prosperity and to help maintain the United States in its rightful position."— From *Wisconsin's School Forests.*

"School forests have a recog-

(Continued on page 336)

Suggested Activities for a Photography Club*

By MARCUS E. ERICKSON
Agusta Lewis Troop
Junior High School
New Haven, Connecticut

IN THE MODERN school "the curriculum involves not only the content of textbooks, reference books, courses of study, and the processes of the classroom, but also extracurricular activities, the life of the school, relation of teacher to pupil and pupil to teacher, the relation of the school to the neighborhood, the building, the equipment, the playground —in fact every aspect of the school, for each is educative." As is indicated in these words from a school survey report by the Institution of Educational Research, Teachers College, New York City, club activities in today's schools are an integral part of the school curriculum.

From *The School and Community,* by the Colorado Education Association, we accept the fact that "education is an important social institution, the fundamental purposes of which are often obscured by the scaffolding of traditional practices. . . . Educational institutions have often assumed their objectives and methods, instead of continuously attempting to evaluate them from a social or utilitarian point of view." There must be continuous evaluation of the educational program to determine its effectiveness in meeting pupil need in a changing society. Such an analysis will reveal that most of the student's personal-social needs can be met in the offerings of general education.

On the other hand, the junior high school pupil begins to exhibit specialized interests. Since these specialized interests are many and reflect a varied social milieu, club activities in the curriculum are an aid in satisfying this need. Unlike the other parts of the school program, where an "academic discussion of life" seems to suffice, the club activity involves real living—life as it should be lived as far as the interest at hand is concerned.

Of the many club activities that might command pupil interest, our consideration here is that of photography. In these postwar days, with the aid of cameras and films, we are told more and more of the secret ways in which the war was fought. Without further elaboration, it is an accepted fact that pictures play an important role in our modern world. Any school group will have some photo enthusiasts, and the school is obligated to help them satisfy that interest.

Many courses of study in photography are available. Like many of the traditional subjects in the curriculum, these photography courses are organized on a logical basis to cover a certain body of information beginning with the simple and leading on to the complex. In a club program where time is limited and immediate interest is high, a logical organization of photo activities in the junior high school may seriously dampen interest and result in a frustrated program.

From our experience, it is suggested here that the organization be psychological, as given below, to maintain a continuous interest and satisfaction of immediate needs. (We might add by way of philosophical confusion that if our activities are not organized logically then they must be ordered illogically. And how can educational procedures be illogical and still be good . . .?)

Club Activities

The suggested list of activities has proved sufficient to take about one hour each week during the school year.

Hold club organization meetings. Limit membership to fit the facilities available. Elect officers (president, vice-president, secretary-treasurer, supplies manager, and program director) and discuss their duties. Suggest a photo notebook for keeping records of ideas, demonstrations, diagrams, pictures made. A discussion of activities club members would like to carry through will reflect suggestions in this series.

Visit a good photographic supply store to see how to buy equipment, chemicals, photographic magazines and books. Actually buy the initial equipment and supplies needed by the club.

Prepare the darkroom for the year's use. Make it light-tight, clean, with sink in order, bottles washed, supplies stored, equipment in operating condition, and necessary painting.

*Reprinted by permission from *School Activities,* May 1946.

Now, before interest begins to lag, mix the chemicals bought by the club at a previous meeting. Notebook records should be kept of methods of mixing, formulas, kinds of chemicals, and storage. Make one photographic print without any detailed explanation (for motivation) and suggest each member bring a few negatives to print at the next meeting.

Demonstrate contact printing. Keep notebook records. Give opportunity for each to print. (Logically cameras, films, composition, exposure, film development should come first but are much more difficult and don't have the immediate appeal to make for continuous interest early in the year.)

Continue printing. Bring cameras next time.

Discuss the cameras brought by club members—kinds, use, sizes, films used, lenses, shutters. Mention pin-hole camera and possibility of making one later in the year. Make a picture by exposing a piece of printing paper as the negative in a camera so the immediate results can be shown by developing the paper negative.

Demonstrate informal portraiture, outside if possible, with natural light. Divide members into pairs to plan and diagram in notebooks a portrait of each other. Make the portrait with the camera used in the demontration. These are to be used on Christmas cards later. Assign each to make a series of pictures during the week and have the *film only* developed by a commercial finisher.

Using negatives made at the previous meeting, demonstrate the making of Christmas cards. Use ready-made masks. Members begin printing their own cards.

Continue to make Christmas cards. Those who are finished begin mounting cards for a bulletin-board display as a Season's Greeting to the school. Suggest coloring the tiny designs that appear with the greeting on the cards.

Complete Christmas card printing and coloring. Mount samples of cards in notebooks.

Photography magazine study — kinds, uses, where to buy, what to find in them, cost. List in notebook. Pass out penny postcards and have club members write for literature suggested in one advertisement. Waiting for an answer will create much interest.

Demonstrate photo coloring and tinting. Practice on prints brought by the instructor. Photo coloring always commands a lasting interest and serves as an excellent fill-in when finished with other activities or waiting for turn in the darkroom.

Discussion and sharing of items received in reply to postcards. Organize a file of photo catalogues and information. May be time for magazine reading and discussion.

Demonstration of outdoor action photography. Divide club into groups to set up and make action shots.

Demonstrate film development by developing the films exposed at the previous meeting. Don't forget notebooks.

Print negatives of action pictures. Tinting, reading, and notebook mounting pictures for those who have time.

Plan a sequence of school activities that might be photographed. Demonstrate use of lights, arranging groups, setting up natural situations. Home assignment of indoor photography.

Photograph school activities for which appointments have been made.

Develop school activities film and those from home.

Print school activities negatives and those from home assignment.

More printing, coloring, reading new magazines, planning an exhibit.

Consider photography as a hobby or vocation. Discuss the planning of home darkrooms, homemade photo equipment, earning money from making pictures.

Printing, reading, coloring, making equipment and pinhole cameras.

Elementary movie making — camera operation, lighting. Plan scenes for movie of school activities.

Complete movie sequences and send film out for developing.

Short hike for outdoor photgraphy — action, landscape, portrait, trick, storytelling. Develop films in spare time.

Review, edit, and plant titles for the movie.

Print hike pictures.

Elementary enlarging demonstration.

Enlarging practice, contact printing, coloring, photo mounting, notebooks.

Preparation of annual exhibit — cropping of pictures, composition, arrangement.

Add titles to the movie and review. (This can be used in the assembly, at parents' groups and the like.)

Get darkroom ready for the summer. Post the annual exhibit.

Club party.

It is obvious that this list of 35 photography club meetings is only suggestive and leaves much

(Continued on page 342)

Word from Dr. L. P. Jacks

23 February 1946

Dear Mr. Mallery:

I cannot tell you how highly I value the letter you sent me from the Recreation Congress at Atlantic City, both the wording of it and the signature at the end. How well I remember the Conference I attended there in 1930, and the consequence to which it led in my long tour through the U. S. as a missionary of the American Association, and the many friends and friendships I found in the course of it. In reading your letter I seem to find an excuse for having lived, and lived so long, which is not always easy to find. Such a discovery is welcome in old age, when the end of the journey cannot be far off in the course of Nature.

Your letter reached me on the first anniversary of the death of my dear wife, after 55 years of companionship, a loss which has left me, though surrounded by a devoted family, a very lonely man. The letter would have given her a pleasure equal to mine. With me she would have studied the signatures and each would have recalled to her, as it does to me, an honored figure and a well remembered face—the figure and face of a friend. She accompanied me throughout the whole tour. She kept a diary of it without missing a day, in which all of you who signed the letter are mentioned by name at one date or another. I often read it aloud to my family and friends.

Nothing of late has touched me more deeply. I thank you, each and all, from the bottom of my heart and feel that I am expressing my wife's gratitude as well as my own.

Yours very sincerely,

L. P. Jacks.

Far Outlook
Shotover Hill
Oxford

This picture was sent by Dr. Jacks and we are assuming it is a picture of his garden. We all know how Dr. Jacks used his own hands in making the bricks for his house and also how much pleasure he has had in working in his garden.

Fun in Schools after School: Schools Serve as Community Centers

By GRACE WALLACE
Highland Park, Michigan

"YOU SEE, this is recreation, and it's really fun," said 10-year-old, fourth grade student, Anna Tookian. Anna was speaking about the new after-school recreation program inaugurated in February at her school. What Anna said might have been reiterated by several other children for the program has gone over with these youngsters —definitely!

It all started this way. Back in 1942, before he went into the Navy, Highland Park's Superintendent of Recreation laid plans for an after-school recreation program, using trained teachers for professional staff. His idea was to set up a program of activities that children want, select leaders best suited by skill and aptitude for a "fun" program, and then let the youngsters choose their own activity within the group. The program was set up this winter on a one-day-a-week basis at two schools, at one from 3:30 to 5 o'clock on Tuesdays and at the other for the same time on Wednesdays. The first program under the leadership of the school principal, includes beginning swimming for girls, a Little Theater club, library club, a homemakers' group, and a crafts activity.

Sixty enthusiastic fifth and sixth grade youngsters have signed up for crafts. Some make shelves; others, benches or tie racks; while still others cut rings out of plastic and file them down to fit. One ringmaker has already one ring to his credit and is busy polishing up another. Two other youngsters are making shelves. They fasten the blocks of wood in the vise, saw out the pattern, do the necessary gluing, sand the shelf very carefully, and then paint it.

In the Little Theater group, forty-five youngsters actually do write their own plays, choose their own costumes (from the costume room), do their own directing and make their own scenery. They present puppet plays and do radio auditions. The kind of plays they like? "The kind where you kill guys is best," says a boy in grade 8-B.

Spool lace, weaving, knotting, and making bunny pins from old felt hats, are some of the activities of the seven boys and the twenty-three girls in the homemakers' group.

The twenty-six boys and girls who go to the library know just what they want to do, too. A few of them decide just to read. Others want to do some homework. One group requested the librarian to tell them a good mystery. A second group, interested in scrap books, gathered all the book jackets of dog stories owned by the library and made them into an interesting book. "I like dog stories best, so I worked on that," says a fourth grader. "Now I know what books we have that are about dogs."

Another fourth grader is "having a time" learning to swim, but she's going to make it, she says. She's one of the sixteen members of the swimming club for beginners. "You don't *have* to stay. That's what makes it fun."

Dancing, swimming, volleyball, and shuffleboard are on the social recreation program offered every other Friday evening from 7 until 10 o'clock. This program operates with one of the home rooms assuming the responsibility and mothers and dads from the P.T.A. helping out.

"When we save enough money, we cook; until then, we sew," the chairman of a homemakers' club remarked. Those twenty girls have a definite club organization with a vice-chairman, secretary and treasurer. It's the treasurer's job to collect five cents from each girl each week. Last week they had saved enough. They cooked. On the days they sew they make quilts for the toy library, broomstick skirts for themselves and sometimes yarn dogs. Membership is limited to sixth and seventh graders.

You become very "gun-conscious" if you visit the crafts class of fourth and fifth grade boys down in the school basement. For guns of every description appear from the scraps of wood brought over by the activity director of the Recreation Department. One member of the group, however, would have none of this gun business. Instead he carved and sanded an exquisite Scottie in a small frame. He said he hadn't even used a pattern for it. These lads all work under the watchful and helpful eye of the club director.

Skates, scooters, bags of marbles, puzzles, games

of all kinds, and dolls disappear like magic from the toy library. Youngsters from every grade "charge out" a toy every Wednesday afternoon and return it the following Tuesday morning. "It works as any library does," says the principal and supervisor of the program, "with the parent assuming responsibility for any loss or careless breakage." Right now the biggest demand is for skates and scooters, and the demand far exceeds the supply. The library is sponsored jointly by the P.T.A., the schools, and the Recreation Department. Recently the Sears store in Highland Park donated toys to the project.

Anna Tookian is one of the twenty children, all third and fourth graders, in the music and art activity group. They play the piano, sing, play house with the ten-room, electrically-lighted doll house, paint, color, or make furniture. As we watched them on our visit a quiet boy was off by himself doing a water color of a bird while two little girls were "turning out" small tables for their own doll houses at home.

If their plans work out, the twenty girls in the handcraft club will be sporting handwoven purses this summer. They learn first the intricacies of four strand braiding as preparation for making the purses. The three boys in the group are also interested in weaving.

Dodgeball is THE game for sixth and seventh graders. Thirty girls meet to play games and swim. "The only trouble," the girls say, "is that it isn't often enough. It should be every night." A dodgeball tournament is being sponsored for the boys. It is a four-night-a-week affair with the younger boys on two nights and the older boys the other two nights. Eight teams are in the contest with fifteen boys on each team. Regular standings are

(Continued on page 332)

"When we save enough money, we cook . . ."

On the Record
A Few Statements from Annual Reports

"THE LONG BEACH Recreation Commission desires to express appreciation to the National Recreation Association for the helpful bulletins, inspiring publications and numerous other aids.

"The value of the services extended by the National Recreation Association to Long Beach and other cities of the nation can scarcely be expressed in figures. The Association has pioneered in an important field of American community life and has become the acknowledged authority in that field."

Recreation Department,
Long Beach, California

"During the year the National Recreation Association of America continued to render invaluable service through constant communication from its New York headquarters together with visitation by representatives studying the Department's policy, programs and general services to the public.

"The Association, which is recognized as the parent fostering organization for the cause of recreation in the United States of America, has continued to do this very effectively throughout the years and again the Executive Council and the staff wish to express through this public medium appreciation for services rendered."

Recreation Department,
Pasadena, California

"This report would be incomplete without acknowledgment of the fine services of the National Recreation Association. Books, bulletins and other technical recreation information have come from the Association to our office, keeping us posted of the latest developments throughout the country. There has been a constant flow of communications between Tacoma and the National Recreation Association, seeking their assistance on all types of problems. Tacoma is most grateful for this service and we trust our contributions to this privately supported organization will be increased during the new year."

Recreation Commission,
Tacoma, Washington

"The field and consultation services rendered by your representatives have been a continued source of professional help and inspiration to our staff."

Recreation Commission,
Greensboro, North Carolina

"We express our deepest appreciation to the National Recreation Association for their bulletin service and advisory assistance."

Recreation Board,
Muskegon, Michigan

"We wish to record here our indebtedness to the National Recreation Association of America for their unfailing courtesy and willingness at all times to advise and counsel on recreation problems."

Park and Playground Association, Inc.,
Montreal, Quebec

"The Recreation Division wishes to acknowledge and express its appreciation to the National Recreation Association."

Recreation Division, Department of Health and Recreation, Dearborn, Michigan

"The National Recreation Association has been an inspiration and a guide in professional growth."

Recreation Board, Winona, Minnesota

"It is a great source of strength to know that your local effort is continually being backed by a parent Association. Such is our National Recreation Association, which is always available for all types of assistance. The monthly magazine RECREATION, and the bulletin service bring constant inspirational suggestions to bear on the local problems.

"Our grateful thanks to the National Recreation Association for its many expressions of assistance."

Recreation Association,
Lancaster, Pennsylvania

"We express our deepest appreciation to the National Recreation Association for their bulletin service and direct aid."

Public Recreation Board,
Grand Rapids, Michigan

(Continued on page 340)

The Friendly Hearth

MOORESTOWN, NEW JERSEY, is not a large community. (Its population is about 8,000.) But from its Community House a full-sized program of activities reaches out daily to all parts of the community and to all the people in them.

Moorestown's "Friendly Hearth" was first brought into being 20 years ago by the generosity of Eldridge Johnston, one of the town's citizens. Five years later another gift from the same source provided additional space in the building. Thus there came into existence a gracious shell of stone and wood, plaster and fabric. The shell needed to be inhabited by people making happy use of its space before it would come alive. It needed money in the bank before its continuing existence and growth could be assured. Those things the people of Moorestown added to the original gifts.

The House and Its People

In the House there are many rooms — many well-planned spots suitable for special occasions or for the casual moment. There is, for instance, the Public Library, open to the people and used by them 10 hours a day, six days a week. Here the younger members of the community have a place of their own — the Alice-in-Wonderland Room. Built and decorated for the children, this is the place where youngsters sit before the lovely open fireplace to hear in wonder the great stories of the past and the present during the Library Story Hour. Older boys and girls, too, and their fathers and mothers, sisters and cousins, and aunts find various satisfactions in the 15,000 volumes on the Library shelves.

The Library is probably the most frequented part of the House. But other rooms are used again and again. The Moorestown Woman's Club holds its meeting in its own club room, one of five large rooms for clubs at the disposal of the community's organized groups. There is a modern kitchen from which 400 people can be served comfortably. There is space for arts and crafts. A gymnasium is so planned that it can be used for dramatic productions and for formal dancing. It will seat an audience of 300. There is a drop-in room with a juke box for the younger set. There are ping-pong tables and a swimming pool for all ages. Outside are facilities for outdoor sports—baseball, football, tennis, archery, field events, nature club outings—all under the direction of the staff of the Recreation Commission. The Moorestown Visiting Nurse Association and the Family Welfare Association have set up their headquarters in the House.

Within the friendly walls there is space and welcome for twenty-four organizations which regularly use its facilities. Camera clubs and sewing circles, luncheon clubs and temperance union, bridge fans and Red Cross workers, young and old, rich and poor use its facilities without regard to creed or race. Its hospitable doors swing open to all the people of the community. The Friendly Hearth is the center and soul of the community's life.

Making the Wheels Go Round

Like the youngster in *Helen's Babies* you may well say, "I want to see the *wheels* go round!" For all this kind of lusty activity doesn't just happen of itself. There is a mechanism that makes it tick and that mechanism, no matter how simple, must be watched and kept in good repair.

The property is held by twelve trustees who administer the funds and keep the building in repair. In addition the Recreation Commission, appointees of the Moorestown Township Committee, serves as house committee. They draw up the rules that keep the house running smoothly.

The program is financed in two ways. There is a trust fund which was raised by the citizens of Moorestown for this purpose and from which the interest goes for running expenses. In addition there are contributions made by the organizations using the building. The financing of the recreation staff comes from the Township Committee.

Does it work? The answer to that is on the record. For 20 years the Moorestown Community House has functioned successfully, has helped foster in the town "wholesome community living, congenial social contact, and the creative outlet that develops wider horizons."

The National Recreation Association takes special pleasure in congratulating the Community House as it fulfills its first 20 years of life. That pleasure, furthermore, is not entirely untinged with a kind of parental pride. For the Association was privileged to work with the people of Moores-

(Continued on page 341)

Dream — and Produce

By LaVelle Rosselot
Westerville, Ohio

You can build them as big as you can dream them!

If you're a one-man or one-woman organizer-promoter-producer, your own playwright, scenewright, and business manager—as most of us have to be in school or recreation situations—if you're one who looks with envy upon the "Village Little Theater" which boasts of a trained this or that—courage! You, under your own steam, can still produce any show you can visualize, and get a terrific wallop out of it! There are only three rules: never doubt yourself or your dreams; don't be afraid to change your mind, a dozen times, if need be; know you'll eat, sleep and live nothing else for weeks.

Ever since I got bitten by the producing bug I've gone avidly after every "Do It Yourself," "Write Your Own," and "Genius in Your Midst" article and have, more often than not, come away definitely disappointed. I've wanted something more. I've dreamed of swirling Follies' Girls in our own *Bad Boy of Bagdad*. I've wanted to put together modern dancing and Greek mythology in an under-sea fantasy of today.

But little real help could be found in the written word. So there was but one thing to do. Try it! And we have done it, with amazing success, over and over. Each time, as we sit back on final rehearsals of a production seeing all its faults we find ourselves saying in awe, "Gee, did *we* do *this?*" Our "show people" did not need to say just, "I was in a show." They could say, "I was in a special show, a thing of beauty."

Your Group and Its Talents

Certainly the group with which you have to work has a great deal to do with what you dare dream, but their *interests* are of much greater import to that dream than are their *acting talents*. The number of people you have, their willingness to work, to double in parts, to be a faithful part of the whole—these are the important things. One little theater group may have some training, and they may have the ability to wrench frightened cries from a tense audience when the "body" falls out onto the semi-darkened stage. But another group, with no talent except for fun, can roll an audience in the aisles with their own homemade "Gay Nineties" show.

I worked with a woman's chorus, ranging (in different seasons) from 35 to 80 members, ages 16 to 60. It was a constantly fluctuating group because its members were government workers who were over-staying the "duration and six months." It was a group in which I could never count on more than six voices for solo and sometimes only two or three; where, if I had two *good* altos who could read music and six or eight who could learn quickly by ear, I was enthralled. It was a group with no special talent. But they liked to work together, liked to sing, and liked to "do a show." Such people provide more fertile ground for real soul-satisfying show work than many a "talented" group which wants to do something smooth, sophisticated and often, therefore, brittle.

Productions from Scratch

This choral group produced, among other things, *The Juggler of Notre Dame* in our own arrangement suited to a narrator, dramatic dance interpretation and a chorus of 30 "monks"—not chosen special voices, but anyone who wanted to sing or who wanted to "do something." The production took three months of rehearsal. Only one or two of the dancers had ever had any training. One was a supple girl in her late teens who, though she worked a few weeks swing shift, a few weeks day shift, spent hours every week limbering up and perfecting as Barnaby, the juggler, the inspired dance which was his gift to the Virgin.

In the preparation of this program we were fortunate in having the help of a dance teacher in our own housing projects. I doubt if this particular show arrangement would ever have been attempted had we not had this help at hand. However, each community or each working group will offer help of some particular kind to give direction to your dreaming.

In our next big undertaking, *Allah's Holiday*, we had to depend upon resources within our own group for the dancing. Here, because we needed crowds of harem girls, we used anyone who was willing to put in a great many hours of rehearsal and suffer a few sore muscles. The ideas for dance steps and formations stemmed from amazing sources, not the least of them *Salome and Where*

She Danced and some comic strip stories of the *Arabian Nights* which appeared in the nick of time and started us thinking about costumes and the important part they would play in our choice of dance figures.

We had one quiet girl of 17 or 18 who was studying dancing, and a girl who had had a semester of Eurythmics. These, coupled with an insatiable thirst I've always had for fancy dancing and figure skating (never having done a step of either!) produced in the end amazingly pleasing simple group movements and steps. We capped these with three human statues who came down from their pedestals to dance before the Sultan.

Working in a group, gathering ideas from everywhere, never afraid to change something or try something new, we evolved a "lotus flower" with the heroine in the center surrounded by swaying, turning statues and then by two outer rows of "petals." The general dance movement was simple. It started with the whole group, arms above head, gracefully swaying from side to side, moving from the waist. Then the outer circle, holding hands, went into a back bend. These were the best dancers, purposely placed nearest the audience. The second row repeated the first figure, while the outer row held the back bend position. Then the statues lifted the heroine straight in the center above their heads. The impression was of a lovely lotus blossom unfolding. It took weeks of work and sore muscles, but the routines were good reducing exercises for any waist line so no one minded! However, no amount of temporary practice could train amateur muscles to come up slowly and gracefully from the back bend. That nonprofessional situation had to be covered. So, we tumbled the "halfwit" onto the stage just at the last moment of endurance, and fear and flight rescued the dancers and sent them scurrying to the wings.

Talent Is Where You Find It

As you build your show, you unconsciously build around the people you have. It is amazing what can be unearthed in just any cross section of humanity. For days I had been going around tearing my hair. I needed humor to relieve the fairy-tale goodness of *Allah's Holiday* and I couldn't find what I wanted. Then one night after hours, I walked into a housing unit lobby and found the right answer in an exercise class. I found a court jester, standing on her head, doing back flips and what not. I could never have trained one but there she was, ready-made to order.

The needs of your group will often give direction to your planning. Choice of music was especially important to the building of *Allah's Holiday*. As I have said before, this choral group was fluctuating and not especially talented. To have kept them always at their own level—the very easiest of two-part music—would have been to kill all enthusiasm. And while the ability to be technically perfect was always low in this group, enthusiasm was very high. Continual practice replaced talent. We could have procured one of the many very simple, very insipid two-part operettas for women always on the market. The participants would have gotten much from just producing *any* program together, and such procedure would certainly have been easier on the producer! But we felt an introduction to classical music was of far greater importance than technical perfection. This meant a careful selection of tuneful melodies likely to be encountered in the everyday musical world. It meant, often, making simple arrangements. We hope Grieg could look down and smile, as at children, to see Anitra dancing before the Sultan; that Tschaikovsky did not mind a two-part vocal arrangement of the *Nutcracker Suite* as entertainment at a Pagan Festival. Of course, such simplification sends you treading on treacherous ground among music perfectionists, but when for weeks and months afterwards, girls both from the cast and from the audience came rushing up with some such statements as, "Did you hear the radio last night? They played the *Waltz of the Flowers!*" I think we were justified.

Facilities and Equipment

Each producing situation is different, too, when it comes to building a show. One hall has a beautiful permanent stage with atrocious lighting and a movie screen at the back so you can make up your mind to take down and put up scenery every other day. Another has a small temporary stage unfit for pageantry—so you use some old platforms and build a two-level stage. A third has no stage at all, so you work on the floor or, again, on platforms. These limitations need not be limitations on your dream or its realization. They do present hurdles and they may be the mother of variety and inspiration. Sometimes very ingenious stage sets are purely accidental.

(Continued on page 333)

Recreation Area Maintenance

By A. L. JONES
Superintendent of Maintenance
City of Dallas Park Department

MAINTENANCE, for the purposes of this article, will include all of the activities of a park department relating to the upkeep of material properties. There are various reasons why maintenance is one of the most important functions of a park department. Maintenance is the only antidote to depreciation. It will not prevent depreciation entirely but it can prolong the life and usefulness of your improvements.

To do justice to your maintenance program, you must have adequate funds. The people are usually not backward in voting money for the acquisition and improvement of properties, but they frequently fail to realize the corresponding necessity of providing the necessary current revenue to maintain the improvements. The lack of revenue leads to patchwork methods which is a wasteful and dangerous practice. Do not confuse sensible repairs with patchwork. Neither should general maintenance be considered a "patch job." It is safe to assert that more structures are ruined and more money is wasted through cheap patchwork methods than through any other phase of activity. If a job is worth doing it should be worth doing right, so why not read from the same book of rules you would use for any good construction?

Another good reason, a psychological one, may be given in favor of good maintenance. People are always greatly influenced in their conduct by the condition of their environment. They are apt in using park facilities to be more careful if they see that there is neatness, cleanliness, and order everywhere about them than if the opposite prevails.

General maintenance of recreation areas embraces every phase of construction. It is necessary that we be familiar with the use of almost every kind of building material and capable of coordinating and directing the various craftsmen.

Facts and Figures

How much maintenance can justly be expended on a building or structure? Let us consider the depreciation of a building over a period of years and the average life expectancy of the structure or apparatus. The usual allowance for the average life of a building and its depreciation may be estimated about as follows:

Masonry structures: Life 50 years, depreciation 2 percent per year.

Frame structures: Life 40 years, depreciation 2½ percent per year.

Good fences, bridges, and the like: Life 33 years, depreciation 3 percent per year.

Play equipment including picnic tables: Life 10-20 years, depreciation 10 percent to 5 percent per year.

Figures for plumbing fixtures, water and sewer lines vary greatly, due to the kind of materials used and to the amount of vandalism. Cast iron and copper water lines require very little maintenance, whereas standard galvanized water lines may need to be replaced in 10 years. Because of vandalism, your repairs run high on porcelain fixtures and small fittings, such as valves, faucets, bubble heads and hose bibbs. The above percentages are estimated on the assumption that the structures be kept in a good state of repair. This does not mean that you, in all cases, will need to expend from 2 percent to 10 percent per year on repairs, but for most items it will be very close to that.

There is another line of thought that should be considered at this time. With the general growth of your city, over a period of years, your buildings may become outmoded, your bridges and structures inadequate or be in the wrong location because of general development of properties, your electric and plumbing systems overloaded and will probably need to be entirely reconstructed. You may say that such items should be charged to new construction and not to the cost of maintenance. You could be entirely right, but from past observations I have noticed that the overloaded maintenance fund usually furnishes the "free ride."

Play equipment and furnishings, such as used by the recreation department, should be estimated somewhat differently, and more liberally than the estimates for buildings and structures. Year by year the demands from the public are growing greater for entertainment in supervised areas.

(Continued on page 336)

WORLD AT PLAY

Charting Summer Fun

TWELVE agencies in Greenwich, Connecticut, in this summer of 1946 pooled their resources so that every person in the community would know when and where to go to take part in 28 different recreation activities from archery to woodworking. The activities and the agencies that sponsored them were listed on one page of a four-page chart 18″ x 22″. The two inner pages of the chart carried more detailed information about the activities — times, places, costs (if there were any), leadership. The activities included sports, games and folk dancing, dramatics and music, arts and crafts, nature, reading and storytelling, camping, hiking, trips and swimming. That chart is an impressive indication of what a town can do for summer fun if it puts its mind to it!

Summer Program in Philadelphia

THE Bureau of Recreation in Philadelphia, Pennsylvania, prepared a full program of summer fun for its people. Here are some of the activities highlighted in 1946 at municipal recreation centers in the City of Brotherly Love:

City-wide baseball league for boys under 14
Baseball and softball league for boys 14 to 16
Learn-to-Swim campaign
Championship track and field meets for boys and girls, men and women
Swimming championship
Volleyball championships
Community celebrations on July 4th
Special events such as doll parades, baby parades, kite-making and flying, lantern making and lantern parade, miniature villages, playground circus, community play week, community sing week, freckles contest.

In addition there were daily sessions of singing, low organized games, handcraft, storytelling, and many other activities.

Please Note!

WORD has just been received that United Nations Week (mentioned in "World at Play," August) has been postponed from September 3-9 to September 22-28 to coincide with the newly determined date for the opening of the United Nations General Assembly in New York.

Farm Ponds and Lakes

PRACTICALLY anyone living on a farm today can enjoy a pond or lake on his own premises at little expense to himself. Ponds and lakes are being built in rural areas all over the country, or wherever the soil and topography permit. This program is being promoted by the U. S. Soil Conservation Department in cooperation with State Conservation Departments and State Agricultural Departments, and also with State Agricultural Colleges. In some States almost the entire cost of construction and equipment is paid by the government, which will also plant trees around the lakes and ponds and, if the farmer has built his pond according to required specifications, stock it with fish. The project not only assists in the watering of stock (the water being conveyed to the animals by pipe) and in fire emergencies, but provides right on the farm recreation opportunities such as boating, fishing, swimming and skating. Missouri has some 30,000 farm ponds (and is aiming at a 500,000 figure), Oklahoma has 40,000 and Iowa is reported to have more probably than any other state.

4-H Club Camp

FIFTY acres of land near the Kankakee River have been set aside through a grant from the Public Service Company of Northern Illinois for use as a camp site for 4-H clubs. An estimated $200,000, which will be needed to build the camp, is to be raised by public subscription. In the meantime a tent camp has made it possible to use the area this summer. When plans have become reality 300 4-H boys and girls will be able to use the camp facilities for each of twelve summer weeks.

Verse Speakers

IN APRIL, 1946, 30 young people of Memphis, Tennessee, organized themselves into a verse speaking choir. After a week of preparation this group joined with a chorus of singers to present a Sunday night program for the pleasure of local and visiting recreation leaders. Their performance was so stimulating that the audience went away certain that here was a recreation activity and a skill that should be further developed in the group and set up in other communities elsewhere.

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Winners—Each year the American Library Association awards two prizes to makers of children's books. The Newberry award goes to the author of what is judged to be the best children's book written in the preceding year. The Caldecott Medal goes to the most distinguished picture book of the year. The 1945 awards, given at the A.L.A. meeting at Buffalo, New York, in June 1946 went to Lois Lenski, who received the Newberry Medal for her *Strawberry Girl* and to Maud and Miska Petersham, whose illustrations for *The Rooster Crows* brought them the Caldecott award.

Shore Line for Recreation—California's shore line stretches for 1,065 miles along the Pacific. Now 259 miles of this stretch are publicly owned. State, county and city efforts are being bent toward the end of bringing the rest into public ownership to be used for erosion control and for recreation. The State legislature has appropriated $10,000,000 for the purpose in funds to be matched by cities and counties. None of this money may be allocated until the community has prepared a master plan showing how the funds will be used. All county plans must be approved by the State Park Commission.

Ray Stannard Baker

IN THE DEATH of Ray Stannard Baker on July 12, 1946 the recreation movement lost one of its most loyal friends and supporters. For twenty-one years Mr. Baker was a sponsor of the Association, raising money for its work. For seventeen years he was an honorary member.

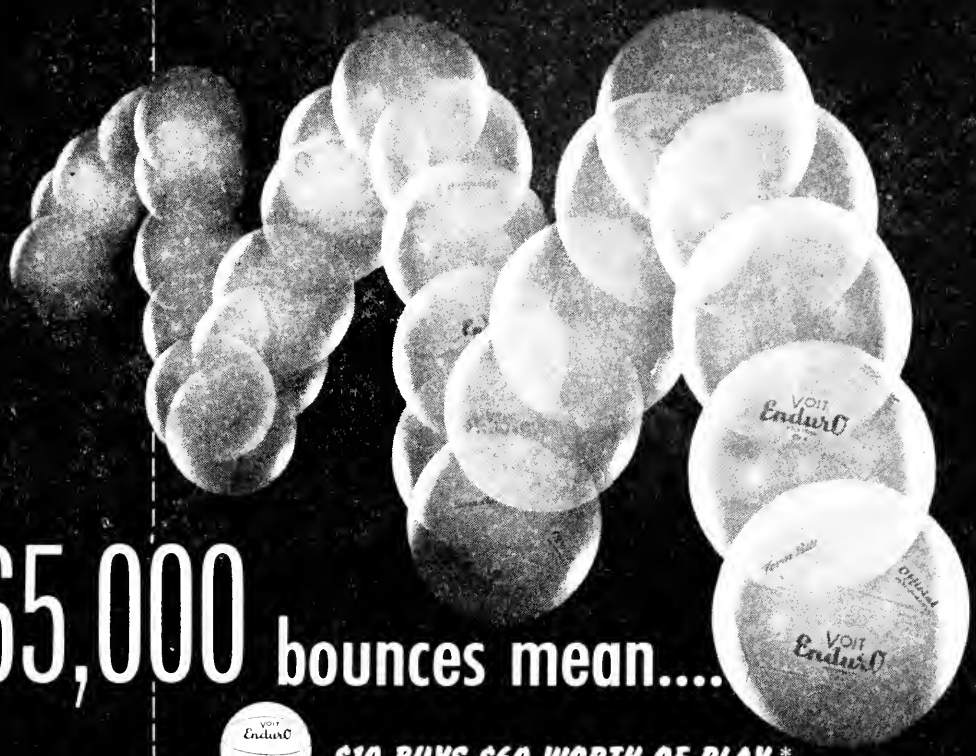
In his writings under the name of David Grayson he did much to create the kind of attitude in individuals and in families and in neighborhoods which the Association itself through the years has striven to build up.

What the recreation movement is today is in very large part the result of the devoted efforts of men and women of the type of Ray Stannard Baker, who in their own way and on their own initiative have worked for more abundant living and then have united to carry on a common undertaking in the National Recreation Association of America. The thousands of supporters which the national recreation movement has all over the country would have been impossible but for the labor of men and women of the type of Mr. Baker.

The National Recreation Association desires to record its debt to Ray Stannard Baker and its appreciation of all that his help has meant.

Anniversary Number—Teen-agers in Columbus, Georgia, make a paper during the summer. All the work on *The Tavern* is done by the youngsters. The first issue for 1946 — June 11 — celebrated the third birthday of Teen Tavern. An interesting item in this issue of the paper describes a very special project of the members of Teen Tavern. The youngsters, concerned because many returning veterans had no club of their own and were over-age for membership in the Tavern, turn all their facilities over to the veterans once a week.

Fish Pond in Montana—Youngsters in Missoula, Montana, can fish to their hearts' content—and bring home, if they're lucky, a daily limit of five fish. Last spring the Board of Directors of the Western Montana Fish and Game Association took a long-term lease on a pond near the city, put it into good fishing condition, fenced it. The State Fish and Game Commission stocked it. Boys and girls appointed by their teachers to represent their fellow pupils in the grades formed an association with officers, by-laws, annual dues (10 cents a year). When the season opened 400 grade-schoolers turned out to fish.



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Folk Arts Workshop—The time was August 26-31. The place was Camp Skymont, near Luray, Virginia. The occasion was Virginia's first Folk Arts Workshop. The camp was open to teachers, church leaders, and a limited number of college and high school students who came together to learn, under the leadership of Richard Chase, authority on American folk arts, the games, dances, songs, tales of their ancestors. Object of the workshoppers was to practice and enjoy together these activities while they were at the camp and then to go back and carry on what they had learned in their own homes and their own communities.

Pigtails and Beach Picnics—"Show your pigtail," was the order of one day at all the playgrounds in Winona, Minnesota. Each playground had a pigtail contest with certificates and ribbons awarded the longest, shortest, brightest, thickest, thinnest pigtail. Surprise element of the event—on one ground *a boy* entered the contest!

Another feature of Winona's summer program was beach picnics for boys and girls under 14. Leaders took groups of youngsters to the beach once each week.

Philadelphia's Program for the Expansion and Improvement of Recreation Facilities

FOUR MILLION five hundred thousand dollars ($4,500,000) was recently appropriated by the Mayor of Philadelphia and City Council for the development, improvement and expansion of recreation facilities in the City of Brotherly Love.

In December of 1945, $1,500,000 was granted for the improvement of the 45 recreation centers and 38 swimming pools under the jurisdiction of the Bureau of Recreation, Department of Public Welfare. The department's program for spending this sum is well under way.

The plans provide for outdoor floodlights powerful enough to permit night basketball, football practice, tennis and other outdoor sports; picnic groves equipped with tables and benches; and a large cement area at each playground for outdoor dances, roller skating, volleyball and other activities. The cement areas will be so constructed as to permit flooding or spraying for ice skating during the winter season.

In the primary election held in May the voters registered overwhelming approval of the city's proposal to spend $3,000,000 for recreation activities. Consequently preparations have begun for the most ambitious health and sports program ever attempted by the City.

Part of the money will be used to improve city-owned ground as recreation centers, and part will be used to acquire ten or more privately-owned sites for playground purposes.

A survey is being made of the entire City to determine the best locations for more than a score of new recreation centers. Meetings are being held with neighborhood groups to learn first-hand what is needed in the way of playground facilities. At the same time, a joint study of recreation needs on a city-wide basis is being conducted by the Department and the City Planning Commission.

At the recreation centers scattered throughout the City, proposed facilities would include swimming pools, community buildings and space for all types of recreation activities on a year-round basis. Dancing, dramatics, music, hobbies and sports will be encouraged on a greater scale.

The purpose of the present survey to determine the best playground locations is to see that the

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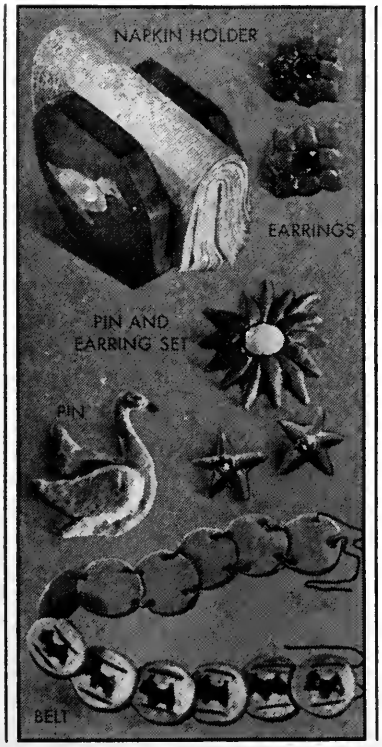

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most congested areas, many of them now wholly without recreation facilities, are adequately cared for.—*John V. Smith.*

Organizing Recreation in a Small Community

(Continued from page 295)

geographically, invitingly planned and landscaped, and boasts of the usual park facilities and equipment. Yet the annual attendance has always been small and it was used at a minimum for occasional picnics and Sunday ball games.

With the organization of the recreation department, there was a decided increase in the attendance at the park and the use of its facilities by the children and adults of the village. The horseshoe courts are used, the basketball and volleyball courts are busy, the baseball diamond is in constant demand, and there is a softball game nightly. Children's games are in progress daily during the summer and the sand box and handcraft table are well patronized.

After one year of organized public recreation the village board of Menomonee Falls realized the value of promotional leadership in play and in leisure time activities, because the expenditure of less than $500 for summer activity leadership in the park resulted in an increase of 1,000 percent in attendance. The board is convinced that it pays to spend that amount of money to promote the use of a $40,000 facility.

Judge Amanda's Decision

OF COURSE YOU'VE HEARD about the fairies in Ireland, the little people—the same are they that are said to whisper in an Irishman's ear and tell him things that nobody else knows. And that's why they say, "The Irish know things."

Well, out in North Hollywood, in the sunny land of California, there lives a young Irish lady called Amanda. Yes, six-year-old Amanda with the long black curls and the shining black eyes.

And because Amanda's Irish, she has no doubt of the reality of the fairies. For don't they perch on her shoulder, whispering in her ear and telling her things to do and things not to do? And if anyone were to tell Amanda that there are no such things as fairies, she would be just as skeptical as if you were to tell her there is no sun or no moon. If you want not to believe, that's your privilege. But don't tell your doubts to Amanda.

Take for instance that afternoon it was raining. Amanda was rather sad because she couldn't go out and play with her red wagon—the one she got for Christmas.

But Kathlyn, the child's mother, saved the day. Perhaps it was the fairies themselves that prompted her, too.

"Ah, Amanda Mauvourneen, will you forget that wagon now? Sure, you can't be playing in the rain with it, anyway. And will you be taking notice of your four-year-old doll there—the one that Santa brought you — that's the size of a four-year-old child, no less?

"And a fine wet afternoon like this. . . . Why do you not be telephoning all your lady friends to come to a tea party?

"And 'tis a contest we'll be after having. We'll ask each young lady to bring one of her four-year-old dresses to try on your doll there. And 'tis a prize we'll be after awarding for the dress that's entirely safe for a four-year-old doll to be wearing. And that'll be for you to decide.

"Judge Amanda—that's what you'll be.

For Performance, Sure Passes and **TOUCHDOWNS...**

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WINTARK features insure safe grip—perfect shape, weight and balance which create Player Confidence so essential to outstanding performance. But WINTARK Official Performance with greater economy, durability and ruggedness, afford Coaches many desirable advantages including program expansion without increased budgets.

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AMERICA'S FOREMOST ATHLETIC EQUIPMENT

BOX 71 . . . . SHAMOKIN, PA.

"And, in making your decision, sure it's myself that's hoping that your honor will be remembering all the things I've told you about what dresses are safe and what are not for little children.

"For, what with all the accidents happening every day—sure, if it's not about safety that you be learning, sure it's no younger generation that we'll have left at all, at all.

"And for the prize—let's see. . . . Well, maybe now that motor car filled with sweets—the one you haven't broken into yet. And that's the eighth wonder of the world, it is for a fact."

Well, in no time at all, at all, there were the young ladies congregated at Amanda's house for the contest. And after the young ladies had enjoyed the hot chocolate and sugar cakes to their fill, the contest began.

One after another, the young ladies tried the dresses they had brought on the big doll. And Judge Amanda was about to award the prize to an Alice-blue gown, all done up "fancy as you please," with big loose ribbon bows.

And highly unsafe it was. And sad was Amanda's mother to think Amanda had forgotten all the things she had been told about what dresses are safe and what are not.

But the fairies came to the rescue. They whispered a warning in Amanda's ear.

"No, no, Amanda! Can you not be seeing for yourself the dress is not safe at all, at all? Sure, it's herself, the lovely doll there, that'll be catching herself with the loose ribbon bows on the chairs and door handles and all, as she goes dancing at night around the house, and be after hurting herself."

So Amanda heeded the warning of the fairies and awarded the prize to a plain gingham dress with no loose bows at all, at all, carefully explaining to all the gathered company her reason for so doing.

And great was the clapping of hands. And the young ladies vowed, one and all, that they would not wear loose bows on their dresses either, so that they wouldn't be after catching themselves on the chairs and door handles and all.—*Faith Kildare.*

EDITOR'S NOTE: This story was inspired by a safety article written by Irene Dunne for the *California Parent-Teacher* in October. It was dramatized in a script for radio and was put on by the Pasadena Institute for Radio. It was so well received that plans are being made for a radio series on child safety. It is reprinted by permission from *The California Parent-Teacher,* May 1946.

Fun in Schools After School

(Continued from page 319)

posted. The boys have a swim for an hour on each of the days they play.

Another popular program is the social dancing on Friday and Monday afternoons from 3:30 to 5. The younger boys and girls come on Monday and the older ones on Friday. There are about sixty pupils in each group.

That this after-school program is what boys and girls want is evidenced by the fact that in its first month 53 percent of the boys and girls participated in it from one school while at the other there was a 65 percent participation. Next year it is hoped that similar programs can be organized in four additional schools.

The Superintendent of Schools in Highland Park is happy about the project. He says, "There are many outlets whereby the schools can be of service to a community in other than the traditionally accepted fashion. The Community Center Plan now being sponsored by the Highland Park Recreation Commission is one of these outlets or service to the community."

Hospital Work

"NURSE! NURSE! What you got in that bag? "Nurse! Help me paste this pitcher."

Yes, it is hospital time again and what fun we are having. Sally says, "Gee, it's fun in the hospital when we do things like this. How often do you come? Will you be here tomorrow? What are you going to make next week?"

Our program in the hospital includes stories, puppet shows, sing songs, rhythm band, playing the victrola and showing the children how to make many things in handcraft, such as constructing with paper, stringing macaroni, painting beads and pictures, drawing, weaving, sewing, carving, making yarn dolls, etc., etc., etc.

The number of children we reach through the hospital ward is great, and we average from 3 to 16 a week.

Many children are from the country. . . . Consequently, we cover a larger territory. There is quite a reunion when I find some of our children from our boys' and girls' clubs or playgrounds.

The anticipation shown by children when I start unpacking my bag is very gratifying especially when they start clapping their hands and saying, "Gee, that's swell. May I make one for my baby sister and brother, too?"

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

Well, it's time to leave the hospital now. I'm afraid we'll have to stop. "Just a minute till I paste this. May I have a scissors? Quick give me the crayons. All right let me have everything. Everybody happy?"

Chorus of voices, "Yes!"

"Well, then I must go. Goodby."

"Goodby" and many times you can still hear their goodby far down the corridor.

—*Marie A. Vatter,* Supervisor of Women's and Girls' Activities, Lancaster, Pennylvania, Recreation Association.

Dream—and Produce

(Continued from page 323)

In setting a stage for *Gethsemane,* a program by another group, we built the set within a huge picture frame 9′ x 12′. The frame was screened with blue theatrical gauze and behind it we assembled a collection of platforms, a picnic table, boxes, pillows and even newspapers to give the effect of rocky ground and the traditional shelf of rock upon which Christ rests his arms while kneeling to pray. To cover all this we had only an outdoor drop, a woods scene. We draped it so that the green suggested rough tufts of grass and the brown and grey trunks and limbs stretched over boxes looked unbelievably like rocks. Behind all this we hung a second outdoor drop. Our stage was merely one end of a gymnasium and we left the handling of that back curtain to the custodian. When I returned to the gym, a miracle had happened! To the custodian his job was to cover the wall behind the 9′ x 12′ frame with a 16 foot curtain. Instead of dressing the curtain from the floor he hung the top on a convenient rafter and turned under the bottom. Result: Only the top half of the trees and shrubs showed above the stony foreground, giving you the illusion of standing on the highest peak in the garden, overlooking the valley below. Nothing "studied" could have been more effective.

The stage set for *The Juggler of Notre Dame* was a special snag, for several reasons. It must look enough like a medieval church to be convincing. The script called for a choir loft. We doubted the advisability of putting either an altar set for a specific religious service, or the Virgin on the stage.

The choir loft was easy. We used the platforms again—arranged as risers—and altar rails from Sunday services to hide as much of the risers as possible. The platforms were heavy and would have to go center stage or be balanced on the opposite side by the altar. I had my heart set on a stained glass window in the center and we wanted to avoid the altar. Then a friend of a friend suggested "why not offset weight with light." And there it was again. Someone handed us a gold mine, adaptable to many situations. The finished set showed the choir loft on the left, the stained-glass window center (with soft lights from behind), and a brilliant yellow glow off-stage right. The off-stage glow was dimmed during Barnaby's dance to the Virgin. The "holy stream of light" from a baby spot just off stage above the suggested altar, took the place of the Virgin, who in the original story, descended to Barnaby.

The more you work with a beautiful dream, the more it inspires you. So, Barnaby fallen in a heap in a pool of "holy light" brought out, first, a single voice singing *Ave Maria,* then the theme picked up by the entire cast as the curtains closed. The music mellowed the climax into something that left you able to face house lights as they came back on.

You Cannot Work Alone

It is wrong to suppose you'll build your show alone. But it will be under your inspiration and your steam. The moment you begin to dream people and things all about you become a part of that dream or contribute to it. Ask a group to write a play or build a show and they are very likely to look at you blankly. Give them a glimpse of your dream. You'll inspire them and they will inspire you. If you've built the right spirit in your group they'll want to be a part, any part, of the building of that show. And although they may not know a proscenium from an orange they'll be there to help, with ideas or with directed labor. You'll be just as happy as if you had a playwright and a scenewright, and your workers will have learned more of intrinsic value in recreation through group trial and error than through a well organized course on stagecraft with three semester hours credit. Of course you'll probably turn grey 10 years before your time, but you've helped ordinary people to build a thing of beauty that is far greater than any one single individual in the group could hope to achieve, and you will have the personal satisfaction of creation.

Letters to the World

(Continued from page 311)

Now and then, for a holiday or special event, a party is planned. On two successful evenings there was a popcorn and wiener sale. The director is one of those persons who is always looking out for a new idea, or finding something different for the group. He borrowed a movie projector one evening, rented a film—and the show was on.

The community is planning a spring carnival in the next few weeks. Then everyone will turn out, and it will be a real family affair. More and more the community is becoming unified and interested in the other families and individuals near them. And the pivotal point is the Teen-Age Center—and the school building. The attendance Wednesday nights has jumped from about 55 to over 285. The registration of members is now well over 300. That is for just one section of the city, too. There are about eight more centers open, some one night, others for two evenings each week.

We've just scratched the surface of what can be done, and what we hope to do in the future. But the results are the most gratifying you can imagine. So, if your mind is made up to go to the seashore this summer (and it's a grand idea) please do a bit of browsing around first and get an inkling of what your town would like in the way of teen-age centers next fall. Then put on your thinking cap and come forth with some good tangible ideas to offer them. Just try it once and you'll be sold yourself. There's plenty of fun involved, too!

Best to you,

AGNES DE PUY SMITH,
Supervisor of Recreation Centers

Antidote to Loneliness

(Continued from page 303)

Those first months of the existence of the Elderly Club, known today as the Wednesday Afternoon Club, were experimental. The group was fortunate in having the volunteer leadership of a charming lady whose tact and social grace created an atmosphere of ease and hospitality. She encouraged music and poetry and endeavored to give each person present a chance to take some part in the conversation or entertainment. Naturally there were conflicting interests and opinions. There was the question of playing games—an activity popular with a few but considered almost as an insult to their dignity by others. Some of the women were in favor of rolling bandages for

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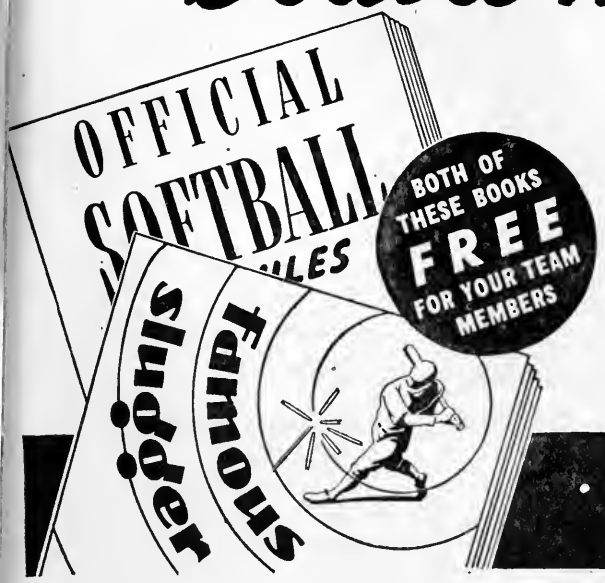

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the hospitals, others preferred to knit and talk. As time went on the pleasure of the majority ruled. It became clear that what these people wanted was a two-fold opportunity for companionship and self-expression. Most members came regularly to contribute to the afternoon's entertainment by music or song or story. There were several who preferred to sit and listen but they seemed quite content and joined in the conversation and refreshments after the program was over. As news of the club spread around the Quarter its membership grew to 22 and some very fine talent was discovered within its ranks.

In 1942 the agency gave up its old building in the French Quarter. A wider program was planned, embracing after-school leadership throughout the city. Progress, however fine and indispensable, leaves in its wake some sadness. The last meeting of the Wednesday Afternoon Club in the shabby but beautiful reception rooms of the Center was a sad one. They seemed to belong to this old mansion—these men and women whose years had been parallel to its own. They parted from it sorrowfully as from another friend whom they were to lose along the way.

A New Home

The new Director of the Orleans Neighborhood Centers was very interested in the elderly people's club and anxious that it should carry on as before. But the problem of where the meetings could be held was quite a formidable one. Because of the advanced age of the majority of the club members it was necessary to have a place within short walking distance of their homes. It seemed almost impossible to find a suitable place in the French Quarter until the School Board came to the rescue with the offer of the use of the several rooms connected with the Cabrini Playgrounds. The only stipulation was that they be vacated by three o'clock when the children are dismissed from school. The rooms are equipped with everything for the comfort and convenience of the club—a piano, chairs, tables, and a well set up kitchen. It was not long before the group was enjoying their

new and more modern meeting place even more than the original one. They looked forward with pleasure to their afternoons together, preparing during the week their contributions to the entertainment. They will brave cold weather or a downpour of rain to be present.

Poetically speaking, old age is a time of peace and serenity when we bask in the mellow glow of Autumn sunlight. The fears and uncertainties of childhood, the passionate yearnings of youth and the responsibilities of adult life are over and we sit quietly in our comfortable rocking chairs, superior in our wisdom and secure in the love and protection of our posterity. Realistically though, we know that old age is more likely to be a time of loneliness and heartache. Relatives, though perhaps kind and dutiful, are engrossed in their own lives. Friends have departed. Infirmities prohibits so many former pleasures. When poverty is an added burden the hours are indeed empty and the heart sad. It was to bring a little warmth and gladness to these lonely years that the Wednesday Afternoon Club was organized and surely it has justified its existence.

School Forests in Wisconsin

(Continued from page 314)

nized place in our educational system. A great many of the schools now include lessons on conservation of the natural resources in their teachings because of the broad educational and cultural value. More than 1,000 schools have acquired land on which they have established school forests. These are used as laboratories in which the training and educational background of the children are enriched through practical associations with nature. Many of these forests were planted by boys who are now fighting overseas. Whether so dedicated or not these pines are today living reminders of the boys. The schools will honor themselves if they dedicate their forests as perpetual memorials to their soldier boy alumni. And what could be more appropriate than that 10,000 more schools throughout the land establish forests as memorials to the boys who offered their lives to preserve the democratic way of life, and that these memorial forests be dedicated to the work of training new generations of school children to the task of maintaining this democracy."—From Division of State Forestry, Forest Service, U. S. Department of Agriculture.

Boy Tells Why His Dad is Ideal

A LOGICAL-MINDED 8-year-old yesterday gave *The Post's* Ideal Father Editor nine reasons "Why I have the best daddy in the world."

They are:

"He loves me.

"He buys me nice things to eat and play with.

"He plays football with me and the other boys.

"He lets me help him with his work.

"He reads me stories when I am sick in bed and at other times, too.

"He is my best friend I ever had.

"He works to make money for our living.

"He does not get angry fast.

"He helps me with my lessons."

—Reprinted by permission from *The Washington Post,* June 7, 1946.

Recreation Area Maintenance

(Continued from page 324)

Therefore, we should be very liberal in our expenditures and preparations for apparatus, furnishings and equipment on certain projects for recreation. In my opinion this is the heart of the recreation program. This work is yet in its infancy and its future expansion and successful development depends on you and me as park department workers.

Maintenance of Equipment

I am becoming more and more conscious of my responsibility to the recreation directors of these activities. In certain ways the directors and supervisors are dependent on the maintenance division for the prompt installation and for the most attractive and interesting arrangement of the furnishings or apparatus. For the maintenance of recreation equipment we must consider more than just the life expectancy of the apparatus.

Apparatus must be kept perfectly safe *at all times.* There is no middle ground and no tolerance should be allowed where safety is concerned. A machine is either safe or it is dangerous.

You should consider the general utility of the apparatus and add any special attraction that may create enthusiastic interest. This will certainly include one or two coats of paint each year to maintain an attractive appearance.

Build Your

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● Do you have on your shelf these first aid supplies for the recreation program?

Conduct of School Community Centers	$ .50
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The maintenance of a structure costs a great deal more *per unit* than the *same unit* would cost at the time the building was constructed. This is due to the time required in collecting the necessary materials for the small job, to the time required to travel to and from the job and to the transportation cost of getting men and materials to and from the job. There you have three extra-operational costs to add to the actual labor and material costs. For example, the replacement of a single window pane may cost 10 times more for the extra costs than for the actual price of replacing the glass.

Permanent materials and good workmanship should cut the final cost of maintenance. Our bridges in Dallas parks have been replaced with steel and concrete. This applies to truck bridges and foot bridges. Tubular steel framing is also used for our picnic tables, ping-pong tables and indoor tables, speed bag racks, life guard stands, backstops and semi-portable bleachers, floodlight poles as well as many other items. The arc-welding machine and the acetylene torch are now indispensable. Use them on your major construction projects as well as for minor repairs.

Safety and Prevention

Safety work for prevention of accidents on your parks is of great importance for the public and also for the park employees. This work should be given serious consideration by all divisions of a park department. It will pay dividends, even though you only consider the economic side of the problem. Accidents are very expensive. Safety work is something that you cannot put on and off

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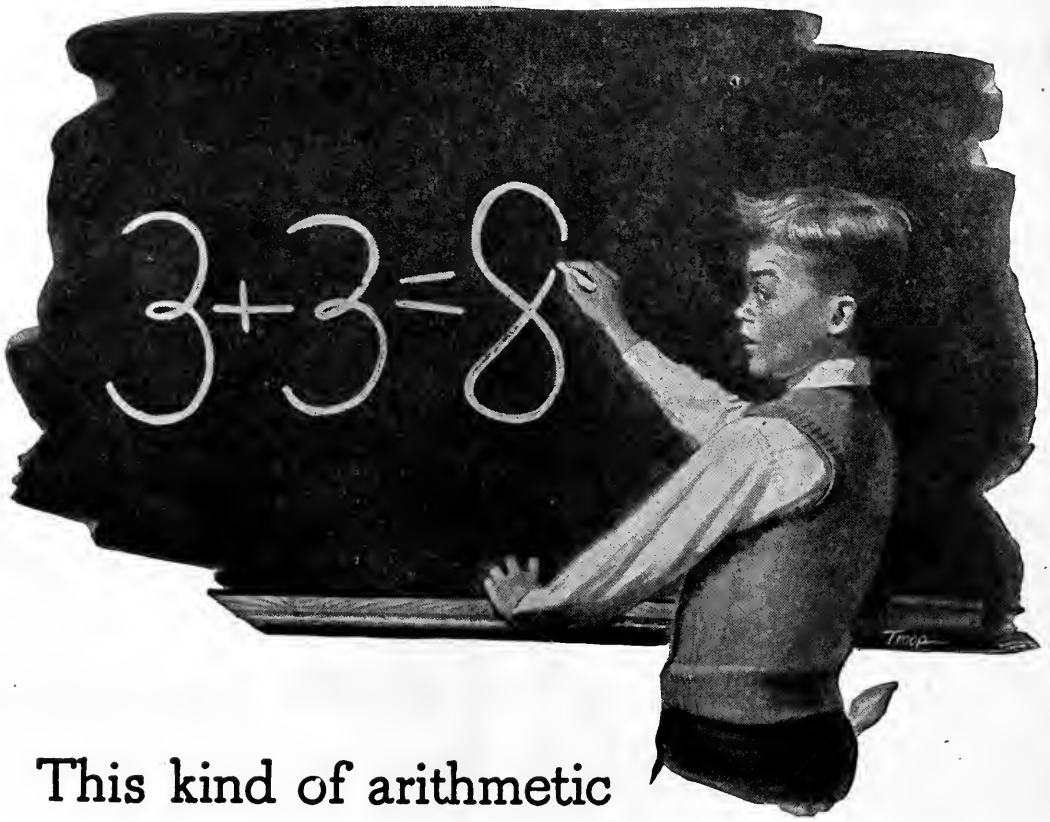

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So it's quite right to figure that 3 plus 3 equals 8 . . . or 30 plus 30 equals 80 . . . or 300 plus 300 equals 800!

It will . . . in U. S. Savings Bonds. And those bonds may very well be the means of helping you educate your children as you'd like to have them educated.

So keep on buying Savings Bonds—available at banks and post offices. Or the way that millions have found easiest and surest—through Payroll Savings. Hold on to all you've bought.

You'll be mighty glad you did . . . *10 years from now!*

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like a cloak. It requires diligence and special training. Safety work becomes contagious after you attain a working knowledge of it. Educational training on safety is *very* important. It is the most important factor for attaining effective results. The next factor of importance is the intelligent compilation and the use of statistics. If you have recurring accidents and a high frequency rating as indicated by accurate records you will try to do something about it.

Preventive Maintenance is a term used to a considerable extent during the late war. If properly applied, there is no system of maintenance that will beat it. Some, however, were inclined to go to extremes in their application. For example, in a machine shop, you cannot keep an electric power tool continuously on the bench for inspection and repairs. Neither should you wait 30 days to make a periodical inspection. There must be a happy medium somewhere between the two. You cannot *prevent* deterioration. Then we must find the most practical and effective ways and means of *continuous* inspection for necessary repairs. Now, this is the way that I would prefer to apply preventive maintenance and here is the thought that I want you to get. If we, as a body of park and recreation department workers, including every division, are sufficiently diligent in our observations and inspections, *there should not be any serious accidents* such as failures of bleachers and grandstands, or gas explosions, as we remember in New London, Texas and in New Orleans.

They Took to the Hills

(Continued from page 306)

brings you to a Utopia of cool temperatures and breezes. It is a natural spot for a summer camp.

Scout Troop 142 of Moscow, sponsored by the Moscow Christian Church, constructed this spring a semi-permanent wilderness camp on one of the three ridges in the area.

The Lodge

In April, work got under way on the construction of Sun-Crest Lodge. The lodge or log cabin is to be 28′ by 40′. The first story will have three rooms with a fireplace in the recreation hall. In addition there will be a kitchen. The dining room will serve various purposes. It will be the office while the lodge is being used as a camp, a dining room, a class room, or in case of any emergency, a first aid room or hospital.

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The porch will be screened in for sleeping and the lodge will then be able to accommodate up to 60 people. An outside entrance—by ladder to the second story—will admit occupants to the second floor. Here there will be permanent sleeping accommodations for 20 people and temporary accommodations for 40.

The lodge will be used for meetings, as a base camp for winter and summer sports, as home after a day's hiking, and as shelter from storm. It will be built of logs and shakes with the fireplace of natural stone.

The year-round spring has a sufficient supply of pure water, even during the summer months, to accommodate 150 people easily. The development of the property will involve a pump to force the water to the top of the hill. R.E.A. electric lines are within 100 yards of the property and telephone lines are within 200 yards.

The area and facilities will be available for all phases of youth activities to participating churches. Student groups of other churches will be invited to share in facilities on proper occasions.

Play for the Pre-School Child

(Continued from page 307)

ing, also have opportunities for observation and participation. The purpose is not so much to educate them for parenthood as to add to their understanding of home and community relationships.

These play groups generally meet in the public schools or on adjoining playgrounds, but frequently they meet at other appropriate centers. As these services are extended to rural areas, a farm home will be at times the most convenient place. The important aspect is that the public school is recognizing its concern and responsibility and is furnishing professional guidance. . . .

Kindergarten

The kindergarten — like the nursery school — emphasizes health, work, play, security, adventure, friendship and love. From the days of its earliest introduction, the kindergarten has made much use of music, singing, rhythms and dramatizing. The work and play are both individual and group, both indoors and out. . . .

Grouping of Children

Children of three to five years are changing rapidly. It is wise, where numbers permit, to plan separate groups for the three-to-four-year-olds and for the four-to five-year-old children. The separation of children into groups for the greater part of the day will tend to reduce fatigue. Young children attain better motor coordination in small groups. They are interested in cooperative play in small groups. As a general procedure, the younger the children, the smaller should be the group. In grouping children, age is not, however, the only factor to be considered. Some children over four years of age are small and will do better with the younger group. Other children even before they reach four years of age are physically well developed. They know how to look after themselves. They want and need social activity with older children. Such children belong in the older age group. In short, individual differences and development should determine the grouping. In general, there should be one teacher for every twelve to fifteen children in the three-year-old group and a teacher for every fifteen to eighteen children in the four-year-old group. . . .

Everyday Activities

Play and work periods are provided both indoors and out. Children experiment with clay, paints, and crayons. They use simple tools with wood. They build with blocks. They plan and listen to the phonograph. They look at books and pictures. The teacher introduces them to stories and poems. They dance. They dramatize. They have explorations into the wonderland of nature and science. They make trips to local stores, nearby farms, and other places. Their speech and language power develop; they talk interestingly, for they have experiences to talk about and someone to listen. Should speech defects develop, the children have the advantage of skilled guidance that can assist parents as well as child through a difficult period. The children learn how to behave as participating members of a democratic group. They learn about persons and things. They experience the place of nature, science, books, music, and the crafts in the pattern of total living. . . .

The Community and Educational Planning

With young children from three years old to five there is a natural joy in color, music, inventiveness, dramatic play, and construction. Unless an adult has blocked a child's expression in the creative arts through unwise criticism, a child of this age will delight in expressive opportunities. At five years he will enjoy also the intuitive work of other children. Children from three to five probably will ordinarily not get this rich experience with the symbolic arts in anything like the same degree except through school groups. To have fun with music the child needs other children of his own age as fellow members of the band or as companions in singing. Dramatic play is a group as well as an individual enterprise. Opportunities in the graphic and plastic arts are not found in the typical home. The child needs a chance to enjoy the work of his peers and to have his work enjoyed. . . .—These excerpts from *Educational Services for Young Children,* published by the Educational Policies Commission, 1201 16th Street, N.W., Washington 6, D. C., are reprinted by permission.

On the Record

(Continued from page 320)

"The Recreation Department, Memphis Park Commission is indebted to the National Recreation Association for suggestions and ideas from the RECREATION Magazine and the Summer Playground Notebook."

Recreation Department, Memphis
Tennessee, Park Commision

Recreation Versus Juvenile Delinquency

(Continued from page 313)

of the 51st Annual Convention of the American Association for Health, Physical Education and Recreation in St. Louis, hit the planning phase when they talked of gymnasia that may be used for physical education activities by day and then locked off from the rest of the school and used for recreation after school, eliminating traffic through the school to use drinking fountains, lockers, showers, toilet facilities, and the like.

The proposed new swimming pools that can be converted from indoor to outdoor by a sliding roof, or from school pools to recreation pools by entrances to pool and locker facilities from both the school and the street, will do much to increase the national emphasis on swimming as a major recreation activity. If school and recreation officials will begin buying their equipment for the children instead of for the recreation department or the physical education department, both programs will do more for the child. I believe many of us are familiar with this situation. A boy is taught apparatus work or football in class. At the close of school the physical education teacher, according to current practices, locks up his horse, buck or football. The boy, going to the playground after school in the same building, would like to do more apparatus work or play football but cannot because the recreation worker is not permitted to use the apparatus or the football that the boy's parents through taxes helped to buy. Or, in reverse, we see many examples of badminton, shuffleboard or archery on the playground but when the boy asks his physical education teacher to teach him more of the skills used in these activities the equipment is not available for school use.

It shouldn't be impossible to set up a checking system with but little effort so that certain equipment could be interchangeable between departments in the school. This is purely a problem of mechanics. In any event, let the child use what he needs, regardless of which agency or department purchased it.

What has this to do with decreasing juvenile delinquency? Just this. Make the recreation programs so interesting that young people will want to follow their natural urges of play, free expression, competition and gregariousness. We know boys and girls like to dance. Let's have juke boxes on playgrounds. Boys like to shoot pool. Let's have pool tables at recreation centers.

Last but not least, let us remember that boys and girls like to talk and associate with each other for the sheer joy of companionship. Instead of leaving this to the haphazard street-corner meeting, it would be well to provide well-lighted sitting rooms where the youngsters may sit and talk and get this gregarious recreation under wholesome and pleasant surroundings.

When we attack these problems with an attitude of realism and not sentimentalism and provide those activities that are wholesome and appealing, then and not till then will we defeat the problem of juvenile delinquency.

The Friendly Hearth

(Continued from page 321)

town on the study and survey which preceded the beginning of the House and to have some part now and then in the developments that have taken place there through the years. — Adapted from *The Friendly Hearth,* published by the Moorestown Community House on its twentieth anniversary.

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Suggested Activities for a Photography Club

(Continued from page 316)

to allow for adjustment to the local need. Many of the details concerning procedure and technical details have not been mentioned, for they are familiar to the club sponsor.

An anlysis of the sequence of activities listed will reveal the psychology of maintaining a continuous interest necessary in working with adolescents. At this age a systematic study of the technical aspects of photography is not the need. Rather, it is ample exploration of the field of photography in satisfying an immediate curiosity. This may be the beginning of a life-long hobby necessary to emotional stabilization in an increasingly more complex and fast moving society. It may even be the germ of a vocation.

In the words of the Educational Policies Commission in its *Purposes of Education in American Democracy,* "after all it is only through individual growth that social progress can take place." The club program fills a definite need in contributing to pupil mental, physical, social, and spiritual growth.

Now Off the Press!

REVISIONS OF THREE National Recreation Association publications mark the return to thinking about the fall and winter recreation program. The three booklets have been completely rewritten, new material has been added and old material has been brought up to date.

In revising. *Conduct of Community Centers* the growing interest in the use of school buildings as community centers has been emphasized as the point of departure. This emphasis is shown in the addition of the word *school* to the title. The revised version is called *Conduct of School Community Centers* and is priced at 50 cents. It is divided into sections on organization facilities, equipment; administrative policies and staff; program of the individual center. *Rural Recreation* (75 cents) and *Training of Playground Leaders* (50 cents) have been similarly revised and brought up to date.

Ghoulies and Ghosties!

(Continued from page 302)

different age groups. Outstanding among them was a block dance for teen-agers and adults.

A street had been closed off by a road block reading "Road closed for block dance." Here recordings of dance music were spread on the night air for the feet of the dancers. Jitter-bugging teenagers from Pittsfield and even from communities in other States vied with one another — as did many waltzing couples—for honors in the dance.

In other parts of the city there were other kinds of parties for the younger fry. There were movies and contests and just plain parties. Contests for the best jack-o'-lantern made by a child under eight years, the best tin pan band and the most attractively decorated home drew fewer contestants than had been anticipated—probably because they were brand new ideas.

The over-all program was an unqualified success. Probably much of the decrease in Halloween vandalism was due to the close cooperation between many city organizations, both public and private—the Municipal Park and Recreation Department as chief promoter, labor groups, civic and service clubs, P.T.A., public and parochial schools, Camp Fire Girls, girls' and boys' clubs, Police Department—a cooperation which was backed by careful planning and thinking for weeks before the event.

The First Comprehensive Book on an Organized Plan for —

LEISURE TIME EDUCATION

A Handbook of Creative Activities for Teachers and Group Leaders

BY ANNA MAY JONES

Educational and Vocational Counselor
New York City Public Schools

Packed with practical materials for ready use, this book is a complete guidance manual for all who work with young people in teaching the art of creative play and self-expression in leisure time activity. The programs cover all the varied fields, such as sports, crafts and shop work, the arts, travel, social activities, community planning and health education. Included are suggestions for coordinating leisure time education with the regular subjects of the curriculum and with community resources.

"I cannot recommend it too highly. . . . There is a bibliography of this subject covering more than thirty pages. It is the most exhaustive and effective bibliography on the subject which I have ever seen. It is worth the price of the book itself."—Dr. Walter W. Howlett, *Exec. Secy., The Greater New York Coordinating Committee on Released Time of Jews, Protestants and Roman Catholics.*

"This is of real value. The study represents many years of research, experimentation, recording and evaluation." — James Hubert, *Director, New York Urban League.*

$2.75 At your bookstore or from

HARPER & BROTHERS, 49 East 33rd Street, New York 16, N. Y.

Student Union at Cornell University

(Continued from page 296)

the housing shortage its guest rooms and dormitories are kept constantly crowded with alumni, parents and friends, and every spare office room of the building is in use as headquarters for one or another college publication or activity.

Extremely popular are the indoor social games such as contract bridge, billiards and pocket billiards, table tennis and chess, checkers and cribbage. Cornell has had more than its share of billiard champions and two students are currently the intercollegiate bridge titlists, but the popularity of the indoor games is probably no greater at Cornell than at other colleges. They are almost perfectly fitted for the postwar campus. Most of them take little equipment and all can be played informally or can be organized into leagues or tournaments with minimum direction.

The Intercollege Bridge Tournament is one of several very successful attempts to bring more or less formal competition to the indoor social games of bridge, cribbage, chess, checkers, table tennis, billiards, and pocket billiards. The Bridge Tournament, in which 43 eastern colleges and universities competed, comprised a mail elimination followed by a final 16-pair competition in New York City. Next year the tournament may become national, with a field three or four times as large.

Against the background of such more or less "de-emphasized" recreation, the main business of the American college is going at a more strenuous pace than perhaps ever before in our history. Some indication of how seriously the returned soldier looks upon his job was shown in a *New York Times* survey published last spring.

At such widely separate institutions as Columbia, Harvard, Ohio University, and the University of Kentucky, Mr. Benjamin Fine of the *Times* wrote on March 17 that veterans are displaying a remarkable scholastic aptitude, indicative of a nation-wide trend. The returned servicemen at Columbia, he reported, are better students than their non-veteran classmates—at the last marking period, not a single veteran was in serious academic difficulty.

From Mr. Fine's report, it would seem that the veteran is most certainly not going to college just for the fun of it. When spare hours do appear now and then, he will welcome them like any other young man, but for recreation he wants something a bit more serious and adult than freshman cap-burning.

New Publications in the Leisure Time Field

American Foundations for Social Welfare

By Shelby M. Harrison and F. Emerson Andrews. Russell Sage Foundation, New York. $2.

FOR MANY YEARS the Russell Sage Foundation has kept available to the public up-to-date directories of American foundations. The present volume represents the revision of the 1938 issue of the directory. To the customary listing and description of the foundations, however, has been added a more general section devoted to a study of the history of foundations in America and of other matters relating to them of interest to the general public.

The Ditty Bag

Compiled by Janet E. Tobitt. Janet E. Tobitt, 228 East 43rd Street, New York 17, New York. $.75.

A GOOD SONG COLLECTION is an event. This one seems especially fine. There are 177 songs (words and music) plus a section of "Notes for Song Leaders." The songs are divided into five categories, Folk Songs of the Americas, Folk Songs of Other Lands, Rounds and Canons, Hymns and Carols, Art Songs. Recommended.

Building the Small Boat

By Cliff Bradley. The Macmillan Company, New York. $1.95.

WOULD YOU LIKE TO BUILD a small boat? Here's advice from an expert—advice and plans and specifications for making four boats ranging from a 12'-0" fishing skiff to an 18'-0" sporter. There are many careful illustrations drawn to scale and pages of information about materials and processes.

Flags of All Nations

By Cleveland H. Smith and Gertrude A. Taylor. Thomas Y. Crowell Company, New York. $2.50.

THE RECREATION LEADER will find valuable program aids in this book. As its title indicates the flags of all the living—and many dead—nations are its subject matter. Each flag is clearly pictured in color and its history is given—at greater or less length, as the circumstances and the fact warant.

Let's Enjoy Living Today

By Joseph B. Hutchinson. The Christopher Publishing House, Boston. $2.50.

THE AUTHOR of what is described on the dust jacket as "a guide to creative living" is concerned about the unsatisfactory attitude toward life he finds in many of the people he comes in contact with. His book contains his suggestions for a method of enjoying living.

Esquire's 1946 Jazz Book

Edited by Paul Eduard Miller. A. S. Barnes & Company, New York. $2.

THERE ARE STILL, of course, some people who continue to look down their classical noses at that musical form known as jazz. If you belong in this group you will not be interested in this volume. But to those thousands of others (especially the youngsters)—the record collectors, the dancers, the far-into-the-night-arguers about the relative performances of Benny Carter and Johnny Hodges on the alto sax—the 1946 *Jazz Book* will be welcomed gleefully. It is, incidentally, a good book for the recreation book shelf.

Secrets of Magic

By Merlin Swift. Franklin Watts, Inc., New York. $1.

HERE'S A GOOD BOOK for a program planner to have around. It explains for the reader the tricks in many kinds of "magic" and sleight-of-hand stunts. Very little equipment is needed beyond things that are at hand or easily come by. The book will be helpful in planning entertainments or in club work.

Youth and Jobs in Canada

Bruce Humphries, Inc., Boston, Massachusetts. $2.

IN CONSIDERATION of the special problems of young people in relation to jobs in the Canada of the present, the past and the future, this book was prepared for the Canadian Youth Commission. Sections on vocational guidance and community planning will be of especial interest to recreation workers.

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You Don't Worry So Much When You Play

It's easy to worry.
Always there is the international situation, and prices are high.
It's hard to buy what you want even if you have the money.
And even if the Dodgers are ahead today, they may be behind tomorrow.
It's easy to worry.

. . . . . .

You worry more because of what's inside you than what's outside.
It's easier to change what's inside.
The easiest way to change what's inside is to play.
Play tennis, softball, golf.
Skate, swim, lie in the sun.

. . . . . .

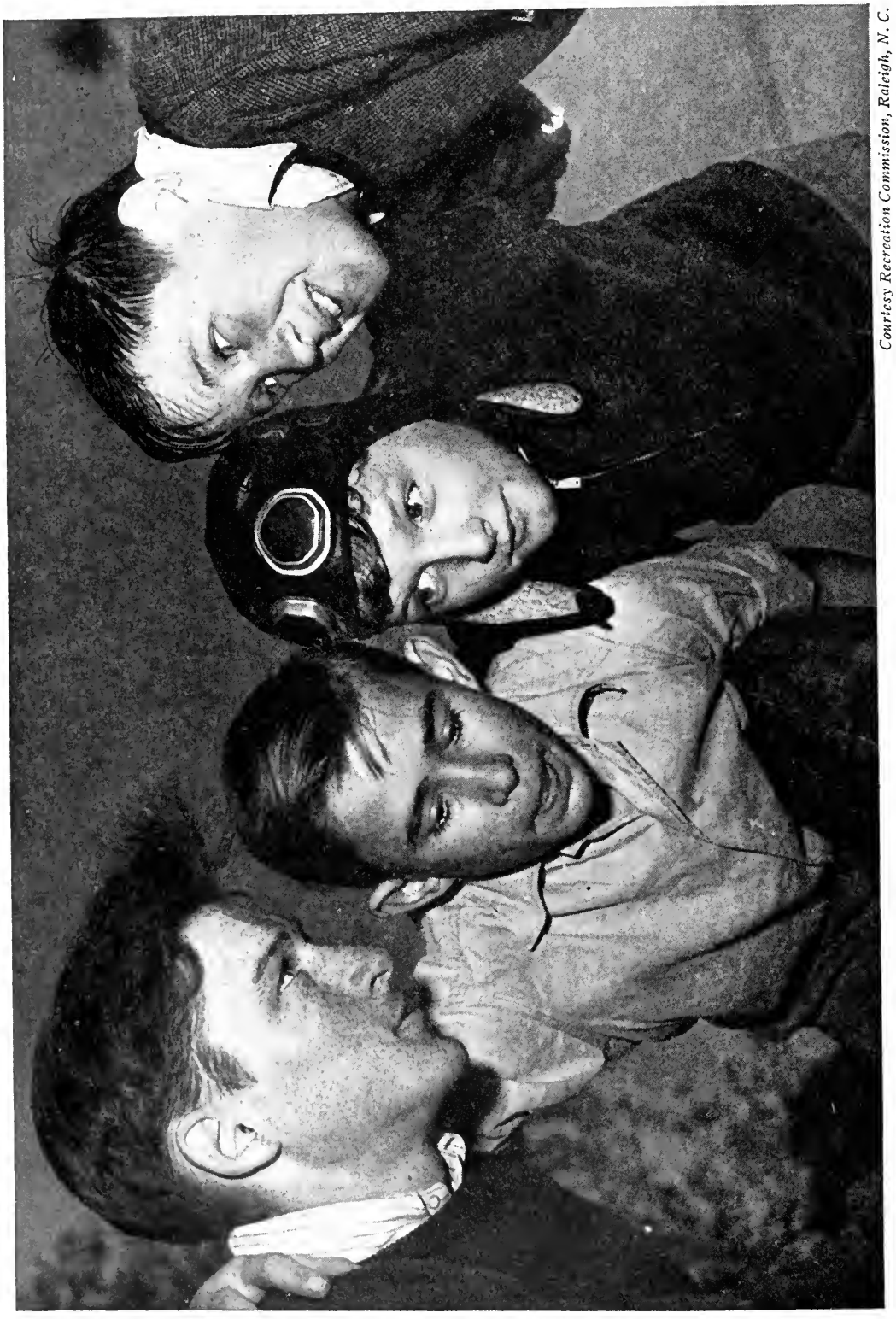
Just give the good old body a chance.
Relax.
Give your inner spirit a chance to tune up.
Let your digestion come back.
Give yourself a chance to laugh.
You may be able to make it.

. . . . . .

The world situation has not changed.
The Dodgers are just as uncertain.
The humidity is just as high.
But somehow you have stopped worrying.
Just because you let yourself go and played.
As you were made to do.
As you like to do.
As your friends like to have you do.

HOWARD BRAUCHER

October



Courtesy Recreation Commission, Raleigh, N. C.

"Where Shall We Adventure?"

THE RACKETY-PACKETY things that children love, the raggle-taggle things that invite investigation and stimulate intellectual curiosity, are usually absent from playgrounds. They disturb that well-swept look that often verges on bleakness! And so, too often, the program is limited to the generally accepted playground activities, and the enchantment of the unusual is lost.

Not so in Memphis. For Memphis has Minnie Wagner. And Minnie Wagner has a staff imbued with the same zest for exploration in playways that she has.

Where but in Memphis would you find an old touring car in the corner of a playground? Its wheels, to be sure, are imbedded in cement, but every day it travels to "Providence or Babylon or off to Malabar." A leader passing it one day saw a five-year-old at the wheel, his mother at his side. "I did not ask where they were going, but from the expression on their faces, I knew it was a journey of great importance."

Seven old planes, their wings outstretched over free play areas were moored safely to the ground one summer. Their instrument panels were studied by knowing eyes and gauges investigated by grimy little fingers. Hot afternoons pilot after pilot seated himself in the cockpit and in spirit lifted his earth-bound ship into the cool blue and steered for far horizons.

"So fine a show was never seen
At the great circus on the green;
For every kind of beast and man
Is marching in that caravan."

A "big top," minus roof, with six foot canvas sides and emblazoned front flanked by gaudy side shows, "snake charmers," "midgets" and "strong men" makes the rounds of the playgrounds.

Each ground provides its own circus performers and rehearses the numbers the week prior to the arrival of the big top. The director of the ground receives at the beginning of the season information about the music that will be furnished by the Recreation Department band, a description of costumes and the animal bodies that will be available, and a list of properties including ladders, platforms, balance beams and painted barrels and stools.

The band is made up of children from all over the city and is under the leadership of a professional director. Though the membership is large, only about eight or ten children perform at each circus. A balanced group is selected from the neighborhood adjacent to the playground where the circus is held. Thus no child is burdened with the responsibility of appearing in the program to the point of drudgery.

Before the performance there is a parade. Its main feature is the circus wagon, red and yellow with gold curleycues. When it comes to a stop platforms with red steps are put up against its sides so that the long waiting line of children can get close to the animal cages. The zoo, cooperating with the playground, furnishes as its contribution to the circus little goats, tiny raccoons, young alligators, beautifully colored birds. This part of the show varies from week to week accord-

ing to the kind of infant population that is available at the zoo. A barker with true circus lingo ballyhoos the show and sells his tickets for a smile.

Inside the big top are gala circus bleachers and a band platform. The sawdust ring is outlined with short sections of painted 2 x 4's and around this trudge "elephants" on small sun-tanned legs. Snarling "tigers" slink along under the trainer's whip, so unaccustomed to walking on all fours that they leave long gaps in the procession and are more often than not passed by the two-legged "ponies" whose glittering trappings sometimes fail to conceal this anatomical deficiency. Clowns, with that wild abandon that band music and paint-smeared faces give little boys, mingle noisily with audience and actors. Dancers, tumblers, cowboys, pony express riders, stage coaches with small drivers of the old west looking desperate and grim, provide opportunities for anyone and everyone to act. Full as the bleachers are, the number of spectators scarcely equals the number of performers.

Acts follow each other in prompt succession—tumblers, tight rope walkers (on a balance beam) "horses" that wheel and race, trick "ponies" tha count, trainers balancing themselves on the jolting backs of "elephants," and clowns and more clowns, their numbers increasing constantly from new recruits in the audience who are unable to resist such an opportunity to act before the appreciative crowd.

Then comes the flourish of the grand finale with fanfare of trumpets supplemented by the calliope strains of a portable organ. The performers march around the ring and out of the big top to the green-and-white-striped tent dressing rooms to check in costumes and remove grease paint.

"Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall."

An itinerant song leader with a small piano in the rear of a station wagon drives from ground to ground afternoon and evening. She is apt to appear anytime, anywhere. Children and adults

gather around the wagon, sit on benches or on the grass, sing the songs they know and learn new ones. These may be jazz or hymns, folk songs or grand opera.

"Happy hearts and happy faces,
Happy play in grassy places —
That was how, in ancient ages,
Children grew to kings and sages."

Each year there is a central theme integrating the activities of the regular program of games, sports, crafts, music, dancing, storytelling and drama. One year it was "America the Beautiful," another "The Republics of the Americas," another "Islands of the Pacific."

This year it was the "American Indian." Each playground adopted a tribe to study. It learned the history of the tribe, its games and songs, its ceremonials. It studied its art, modes of dress and habitation. The project was dedicated to the unity of nations. The message sent to Washington many years ago by Hiamovi, Chief among the Dakotas, embodies the spirit in which the study was undertaken. "Long ago the Great Mystery caused this land to be, and made the Indians to live in this land. Then came strangers from across the Great Water. No land had they; we gave them of our land. No food had they; we gave them of our corn. The strangers have become many and they fill all the country. . . . And when I think upon them I know that it is right even thus. . . . So men, in this land where once were only Indians are now men of every color—white, black, yellow, red —yet all one people. That this should come to pass was in the heart of the Great Mystery. It is right then, and everywhere there shall be peace."

Indian games, dances and songs were used during the summer for community night programs. Indian legends were told during story hour and dramatized by youthful playwrights for the Saturday radio broadcasts.

At the end of the summer children of all grounds gathered at Overton Park for a play day and pageant on Rainbow Lake which drew an audience of 20,000. Here the tribes pitched their tepees or wigwams, displayed their crafts, played their games and danced. They sang their ancient chants and gathered around the council fire to smoke pipes wrought in craft classes for this ceremony consecrated to peace.

Wading pools painted a clear, light blue, drained daily and refilled are cool and inviting in Memphis. So popular are they that the leaders have enlisted the help of the older children in conducting water play and patrolling the pool and surrounding area. These enlistees are given a course in life saving, and are called Junior Lifeguards. They assist with the pollywog lessons when the littlest patrons of the grounds are taught safe water play, an excellent preparation for the swimming lessons the Department gives at the municipal pools.

Annually there is a wading pool festival on each ground. This year it was called "The Festival of Laughing Water." A parade of costumed children with water pets opens the festivities. This part of the program is sponsored by the Memphis Humane Society Playground Pet Clubs. It is open to anything that swims and is accompanied by a playground child. The 1946 regatta was limited to Indian boats. Craft classes studied the Indian's water transportation and made models of the birch bark canoes of the woodland Indians, the cedar log boat of the Northwest coast tribes, the buffalo hide "bull" boats of the Plains Indian and the tule Raft of the Southwest.

". . . When I am stronger and can choose what
I'm to do
O, Leerie, I'll go round at night and light the
lamps with you!"

Volunteers of all ages assist the leaders and are formed into service clubs. They act as assistants to leaders in the conduct of games and classes. They are given such responsibilities as helping keep the grounds clean and safe. Bright red barrels, low enough for the smallest child to reach, serve as containers for empty bottles, bits of broken glass, apple cores and waste paper. Grounds in excellent condition are awarded an honor banner to fly from the flag pole.

No bicycle riding is permitted on the grounds, so places marked with large red and white signs painted by the children are reserved for parking bikes. Paint, by the way, in vivid colors is used with a lavish hand on the Memphis grounds. The sandbox is not of drab, weather-beaten boards. It is bright blue or green. Game boxes, bulletin board frames, craft tables and benches get a new coat of paint annually from children and leaders during "clean-up, fix-up, paint-up week."

Safety lines are painted around apparatus and certain game areas. Craft tables are surrounded by safety lines to protect children using scissors,

knives and saws from being jostled or run into by other children.

Each ground has a Safety Council. The members of the Council are divided into squads that are scheduled for definite responsibilities. Every evening when the children assemble for the flag ceremony a member of the Council makes his daily report. A weekly report is filed by the Council at the main office. Grounds having no accidents for the week receive a safety banner which they fly until their good record is broken.

A police captain with an office in the Board of Education building has charge of safety education in Memphis. He works particularly with school children and their parents. He attends the weekly staff meeting of playground leaders. Here are referred to him special problems on safety such as street crossings which present unusual traffic hazards and the possibility of having speed limits changed in congested areas. Requisition for police help for special events are made at this meeting. Here, too, a leader may request the captain's assistance in the organization of the ground's Safety Council or his attendance at one of its meetings.

One of the men's service clubs works with the Department in a safety campaign which culminates in August with a city-wide oratorical program. Representatives of every playground participate.

"Children, you may dine
On the golden smell of broom
And the shade of pine;
And when you have eaten well,
Fairy stories hear and tell."

Storytelling has charm for all children. Memphis enhanced this charm one summer by dressing its storyteller in a peasant costume and sending her jogging from ground to ground in a small red cart drawn by a gay little donkey. The Memphis Chapter of the Storyteller Leagues schedules volunteers from its membership for weekly story hours on the ground.

The Recreation Department with the help of the public library each year trains a corps of older children in storytelling. When they have satisfactorily completed the course they are awarded an emblem signifying that they are qualified storytellers and are then incorporated in the regular program as volunteer leaders. During the summer each ground holds a storytellers' festival. Five storytellers are selected and each prepares a 45-minute program. The storytellers are costumed and given a background in keeping with the setting and mood of their stories.

One year a fairy-tale boat with silken sails of crimson, saffron and blue was anchored on the lake of one of the large city parks. Every Sunday afternoon during the summer, with the help of unseen cables, it carried cargo after cargo of children to the opposite shore. Here in the quiet of deep shade they heard the stories of "immortal actions done and valient battles lost and won."

"You in a garden green
With me were king and queen
Were hunter, soldier, tar
And all the thousand things that children are."

Scenery, light props and actors are all inside the tractor-drawn, ivory-colored truck, labelled in red and gold "Playground Playhouse." On the evening when it arrives at the playground one 18-foot side of the truck drops down forming a stage. Steps are placed across the front to increase the 7-foot playing depth. Light, folding plywood scen-

ery is put in place, lights come up and the play is on.

This traveling theater presents an average of three performances a week. Double or triple casts are rehearsed so that no child need play more than once or twice a week except in case of emergency.

The Playhouse not only furnishes entertainment for the children but acts as a stimulus to other drama activities on the playgrounds. All children are given an opportunity to work on simple plays or dramatizations and encouraged and helped in writing their own plays.

Drama clubs of boys and girls in their later teens occasionally work up simple skits. In 1946 they spent more time on forums.

"All in the most martial manner
Marching double quick."

The American flag is raised at nine o'clock in the morning, officially opening the playground. At retreat—sunset—the children gather around it in formation. Neighbors working in their yards or men and women who pass by are invited by the children to participate in the flag lowering.

Nash Buckingham, nationally known outdoor sports writer, who had wandered over to the ground to give his five-year-old granddaughter a swing, wrote his impression of the ceremony for the Memphis *Commercial Appeal,* June 25, 1946.

"We were summoned, probably a hundred or more of us, old and young, to the flagstaff. At its peak, Old Glory barely stirs in a bit of breeze. . . . We cluster the children's circle and somehow the solemnity of the occasion begins coming home to us grown-up Americans. Four urchins all stripped to their waists, their sturdy sunburned little torsos and fat bellies sucked in to 'attention' serve as color guard. . . . They advance to the flagstaff, take positions in order and we are led in singing *God Bless America.* We steal a glance around us at this cross-section of America, an America imploring honest leadership, dignity and peace. The flag is slowly lowered and the tiny color guard folds it reverently and with deepest attention to detail they have studied so painstakingly. It is presented to their leader and they are dismissed. We disperse, too, and trail homeward through the cool summer dusk. . . ."

These are only some of the ways that Memphis has gone beyond the confines of what is generally accepted as a summer playground program. No mention has been made here of its spring session with its Easter Hat Parade, Egg Hunt, Pan-American celebration, Cotton Carnival Parade and Children's Ball. Nor have we described the routine program, which though past its thirtieth year, has a freshness that only imagination and careful planning can preserve.

Interest is stimulated each year and skills improved in sports and games through classes and clinics. The instructors have been such experts as Bill Tilden for tennis, Billy Evans of the Southern League for umpiring, players of the Memphis Chicks for baseball, and members of the Red Cross for swimming.

Each week more than 6,500 children and adults participate in neighborhood leagues and tournaments, 2,200 boys and men belong to municipal baseball and softball teams, and more than 600 people registered for swimming lessons the opening day.

Over the years traditional program policies have, as a matter of course, been established. But there is a healthy spirit of self-examination in the Department that impels the scrutinizing of methods to determine whether or not it is meeting the play needs of the children.

A knowledge of children's needs that passes beyond the teaching of books into the realm of intuitive understanding is backed up by inter-departmental cooperation.

There is frank discussion between the administration office and the leaders in such matters as whether or not the playground day is overscheduled—scheduled to a point where free play suffers, whether or not the point system of rating grounds has outworn its purpose, or where the need is most urgent for more lighted areas.

The Park Board and the Superintendent of Parks, under whom the Recreation Department functions, have provided well-equipped, spacious play areas. The maintenance division, by careful planning, manages to allot space for the unorthodox play equipment that is assembled from year to year, so that the well-ordered grounds never take on a disordered appearance. The Park Board's understanding of those play needs so difficult to meet in a city today has played a major part in the success of the Memphis program. It has been with the Board's encouragement that Minnie Wagner and her excellent staff have continued to explore those little-trod byways where children can adventure and find

"That the world is so full of a number of things
I'm sure we should all be happy as kings."*

* This and the preceding verses are from *A Child's Garden of Verses,* by Robert Louis Stevenson.

Music as Recreation

By JOHN ALDEN CARPENTER
President
Choral and Instrumental Association
Chicago, Illinois

MUSIC is as important *as* recreation as it is *to* recreation. I'm sure nobody will deny its importance to recreation in dancing, in singing, in providing restful as well as stimulating concerts, operettas and operas. Music *as* recreation is even more important, it seems to me.

The man or woman, boy or girl, who can enjoy himself creating in one way or another what Dr. Samuel Johnson called "of all noise . . . the least objectionable," that is, music, has an edge on most of his fellow men. Giving many people of Chicago an opportunity to make music—not alone but in concert—was one thing we found ourselves doing through the activities of the Choral and Instrumental Association which came into being during the war.

The other thing we have accomplished, I think, is to reduce considerably the number of persons in Chicago who resemble the "old person of Tring," an amiable but unfortunate character of limerick fame. You may remember her.

> There was an old person of Tring
> Who, when somebody asked her to sing,
> Replied, "Ain't it odd?
> I can never tell 'God
> Save the Weasel' from 'Pop Goes the King'!"

It has been my privilege, during the current year, to come in close contact, as president of the Choral and Instrumental Music Association of Chicago, with the work of that organization. Drawn into its orbit by the chances of postwar activity I have been amazed at the effectiveness and significance of their program and its results.

It was during the second summer of the war (1943) that the beginnings of the organization came into being as the O.C.D. Music Committee. It was Ken Carrington, presently executive secretary of the Association, who conceived the idea. It was his leg work, enthusiasm and intelligent guidance that brought something new into the music world of a great city. The result is inspiring.

The idea was to provide outdoor concerts in Chicago's parks during the summer months for the relaxation and stimulation of the city's hundreds of thousands of workers in war production plants. The first summer concert series had the significant title, "Let Freedom Sing!"

The directors of the leading choral groups, choruses and choirs were invited to meet together to discuss the possibilities of such a plan. Enthusiasm developed to a high pitch and during the first summer concerts were given weekly by choral groups in three of Chicago's largest parks.

There was no money for advertising. There was no money to pay anyone. Spade work under Carrington's direction was done by the volunteer staff of the Chicago Metropolitan Area Office of Civilian Defense. Many were the heartaches during the first summer.

The grand outcome was two-fold. The people wanted the concerts and attended in great crowds. The singers found that they liked singing to these informal audiences who had not paid admission but had gathered because they wanted to sit in beautiful surroundings and listen to good music.

Anyone attending these outdoor concerts must have recalled these beautiful lines from the last act of *The Merchant of Venice*:

> How sweet the moonlight sleeps upon this bank
> Here we will sit and let the sounds of music
> Creep in our ears; soft stillness and the night
> Become the touches of sweet harmony.

By the end of that first summer, no one was willing to give up these concerts. Musicians were excited about the possibilities. Mayor Edward J. Kelly praised the morale value of the concerts on the public. The Music Committee of O.C.D. had made a reputation for itself.

Consequently, the committee went into a huddle and came forth with the idea of continuing the concerts throughout the fall and winter months in hospitals, servicemen's centers and park fieldhouses. Again, the success of the concerts was phenomenal. The patients in hospitals where concerts were given begged for repeat performances. Servicemen shouted for encores and joined in all community singing numbers with rousing ardor. Families from neighborhoods surrounding the park fieldhouses crowded the limited space for every concert. Chicago recognized this effort to bring good music, well presented, to places where

such music is too seldom heard as an important addition to its civic life.

When the war began to turn in favor of the Allies and victory for our forces seemed assured, the question arose in many persons' minds, "What can we do about the O.C.D. Music Committee?" The answer was simply to rename it and continue as before. Cooperation from the Chicago Park District was assured and the guidance of the leading musicians of the city guaranteed. Carrington continued on as executive secretary, and the Choral and Instrumental Association of Chicago was incorporated as a non-profit organization and quickly became a going concern.

What it has meant to Chicago has bulked large in anyone's evaluation of cultural participation of the people of the city. During the past year alone seven new choruses have been formed and took their turns in presenting free concerts throughout the city. The number of performing groups has grown from 11 during that 1943 war summer to 38 this year. Concerts are now given in six parks on five days a week during July and August. Another interesting development has been a noticeable expansion of church choirs into concert groups in many of the city's churches.

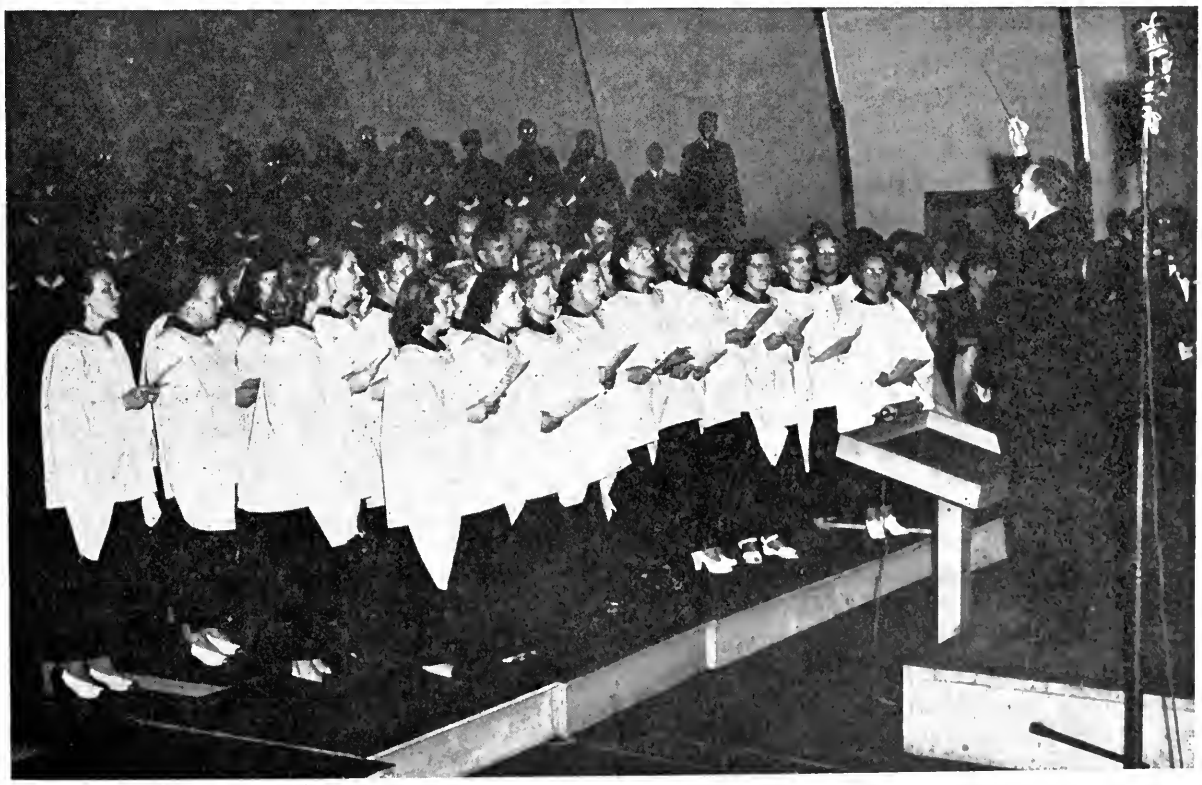
In 1945 the Choral and Instrumental Association undertook the sponsorship of Music Week. In addition to concerts at the "World's Busiest Corner," State and Madison Streets, every noon during the week, the Association undertook a one-day Music Conference during which outstanding musicians and leaders in related fields came together to discuss their problems and to evaluate new ideas. Again success marked an innovation.

Because of the importance Music Week took on in the eyes of the people of Chicago under the expert guidance of the directors of the Association, Mayor Kelly requested this group to sponsor it again in 1946. Despite the fact that the week to be given over to music coincided with the dim-out caused by the shortage of coal, Music Week was again a noteworthy achievement which gained national recognition.

This summer the Cook County Council of the American Legion arranged with the Association an amalgamated chorus of 250 voices for its Fourth of July celebration at Chicago's gigantic Soldiers' Field. The members of the chorus were selected from such prominent Chicago choruses as the First National Bank Choral Association, the Chicago & Northwestern Railway Company Choral Club, the Christian High School and Alumni Chorus and the Aeolian Choral Association.

The importance of these musical events in Chi-

(Continued on page 392)



Poetry—for Fun

A BRANCH of the New York Public Library finds a way to make poetry alive and interesting to the elementary school children who come and go in its children's room.

The children's room of the 67th Street Branch of the New York Public Library is a pleasant room—wide and light-filled. It is filled, too, with life and movement. Here is no academic hush, no atmosphere of dead minds. Small, sturdy boys and very young ladies in pinafores and hair ribbons move freely from undersized chairs and tables to low open shelves that outline the four walls, and chatter without restraint about the treasure trove of words and pictures at their fingertips.

Here on an afternoon when school is out a staff member sits at one of the study tables. She is surrounded by water colors and poster board, pastel chalks — and a dozen or so small heads squeezed and wiggled into a complicated jig-saw puzzle of watchers.

The other tables are piled high with a judicious selection of books—picture books bearing the imprint of German and English and American presses; books of poems by Walter de la Mare, Eleanor Farjeon, Emily Dickinson, A. A. Milne and many another poet of childhood. These tables are the goal of youngsters-with-a-purpose. For this is the day when a new exhibit is in the making and the small fry are eager to be about the fascinating business of helping prepare it.

Origin of a Project

The exhibit-making project came into being because, according to their teachers, youngsters in the elementary schools don't like poetry. They copy with becoming diligence, it is true, their ten lines of selected meters and, with becoming diligence turn up next day with those lines "conned and learned by rote." But, nonetheless, these boys and girls from grades one to eight show, according to their teacher, no great passion for poetic English.

Miss Helen Brogan, children's librarian at the 67th Street Branch, was at once distressed by this report and inclined to be skeptical of its implications. She believed that children, naturally full of rhythm themselves, would respond joyously to poetry if they were given half a chance. She set about to find a way, outside the schoolroom atmosphere, to test out her beliefs.

Process

With the help of a member of her staff who could copy book illustrations Miss Brogan set up a plan. One day when the youngsters dropped into their reading room they found something new going on. The librarian explained that it was time to change the book exhibit in the glass cases at the end of the room. Wouldn't the children like to help plan the new posters for the exhibit?

Like it? Of course, they would like it. They clustered about the picture books and thumbed them critically to decide the theme of the exhibit. They chose flowers—for spring was in the air—and, in a book from Germany, they found just the pictures they wanted. The staff member set to work—aided by hands eager to pass her colors, by kibitzers free with entirely uninhibited suggestions. She decorated six sheets of white poster board with reproductions of the chosen pictures. As each poster was finished, freshly washed fingers erased extraneous pencil marks and any inadvertent smudges that had found their way on the board.

Now, suggested the librarian, wouldn't it be a good idea to find six poems that would fit the pictures and describe them? There were some books on the tables. Why didn't the youngsters see what they could find?

There was a dash for the tables and, almost before the librarian got the words out of her mouth, the room was still with concentration except when pages were turned in the search for words to fit the pictures.

There were, of course, with so many researchers, more poems than posters. The method of elimination was, in the main, selection by the democratic process. Fred announced he had found a poem that went with the purple morning glories. "Let's hear it. Read it out loud so we can see if we all like it!" So, Fred's selection is read and judged critically by a jury of his peers. Seldom does the librarian need to intervene in the interests of keeping out inept choices. One child in his enthusiasm may slip up, but the others are quick to see that he is wrong. On the few occasions when adult guidance is necessary, the youngsters are quick to follow the older leadership and to see the reasons for the change. They can usually be

(Continued on page 396)

Your Own Music for the Asking

By ARLINE BOUCHER and JOHN LEO TEHAN

IN HUNDREDS of American communities the old, battered library card has taken on a new meaning for its holder. It is in process of becoming the key to the world of music, making available to increasing numbers the great treasury of recorded sound. Over the past 20 years libraries throughout the country have been quietly building up collections of phonograph records, by means of which the world's best orchestras and singers can be heard and studied by people with no other assets than time and inclination. And the response to this new library service has indicated that the American public is rich in these assets.

The campaign to introduce records into the public library began very tentatively in 1923 when the Springfield, Massachusetts, library installed a modest collection over the objections of one librarian who declared that "the records would be broken in no time." Springfield's library patrons were most enthusiastic over the idea. Hundreds became regular weekly record borrowers, and many contributed albums from their own collections. Today the library has a collection of 3,700 albums with a circulation of 34,000 a year.

The idea of maintaining a record collection which might be freely borrowed or listened to in the libraries' music room was put over by crusading librarians despite a good deal of opposition. The experience of Dorothy Rowland, librarian in Hartford, Connecticut, is typical. In 1941, when her request for records was turned down by the directors, Miss Rowland bought from her librarian's salary two albums: Prokofieff's *Peter and the Wolf* and six Bach Preludes. A few minutes after she had placed them on her desk in the music room, a youth came, saw the records, and asked excitedly, "Are they—I mean—could I take them out?" Since that time Hartford music lovers have made the library's music room one of the busiest in the country. Its collection of some 5,000 symphonies, grand and light operas, nursery rhymes, poetry readings and plays, has a circulation of 35,000 records a year. In the five years since the collection began, less than half a dozen albums have been broken, and these have been willingly replaced by borrowers.

Wherever a new record collection has been announced it has been greeted with overwhelming eagerness by the public. When the New York Public Library received a collection of records and a phonograph in 1929, it planned a formal opening for invited guests. Before the announcement could be made public, however, word spread along the library grapevine and requests to hear the records poured in so fast that the opening was never held. Today listeners hear their chosen records in sound-proof music booths by appointment. They are limited to half an hour, and appointments must be made three months in advance.

In Stamford, Connecticut, opera star Geraldine Farrar offered to inaugurate the library's record collection with a talk on the opera, illustrating it with her own records. On the day of the event, 2,000 people were crammed into the building and special police had to be summoned to handle the crowd of 20,000 who gathered outside.

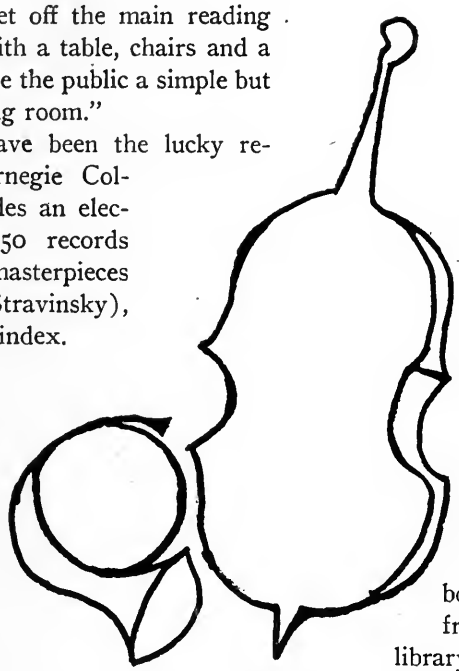
Circulation figures for records show a steady and impressive increase. Latest reports indicate that the Long Beach, California library tops the list with 50,000 a year, while the Baltimore library has 31,000. In Milwaukee circulation is 20,000 a year, in Seattle 16,500, in Newark 15,000, and in Oak Park, Illinois, 11,000. Average circulation figure for medium-sized libraries is around 8,500 a year.

Many of the best record collections started modestly. In Hattiesburg, Mississippi, Mary

Moore Mitchell decided that her 30-year-old file of newspapers was only accumulating dust. She sold the papers to the scrap drive, and with the $30 she received, plus a few of her own records, started the library collection. Hattiesburg citizens caught on and chipped in with cash and more records.

The collection in Alameda, California, started as a "swap table," where record enthusiasts could lend or contribute records they had tired of. In the Queens Borough Public Library in Far Rockaway, New York, a group of college students canvassed the neighborhood and raised enough money to present to the library a collection of 17 albums. With the librarian's help they painted a large closet off the main reading room, equipped it with a table, chairs and a phonograph, and gave the public a simple but widely-used "listening room."

Many libraries have been the lucky recipients of the Carnegie Collection, which includes an electric phonograph, 950 records (covering musical masterpieces from Scarlatti to Stravinsky), and a complete card index.



Listening at its best is found in the Grosvenor Library in Buffalo, New York, where the commodious music room has two grand pianos on which a well-known duo-piano team practices every day. Music students give recitals here, and music lovers listen to their favorite records. In 1940 the Buffalo musicologist, George Nathan Newman, presented his internationally famous collection of 7,500 records to the library. In addition to a complete grouping of symphonies, grand and light operas, musical comedies, church music, and Americana such as Stephen Foster and Victor Herbert, there are such collectors' items as speeches by Theodore Roosevelt, Woodrow Wilson, Harding, Taft and Coolidge; the poet, Eugene Field, reading his poems; and the voices of the great Shakespearean actors, Sothern, Marlowe and John Barrymore, as well as 500 old style cylindrical Edison records.

In Los Angeles, music lovers are given a special treat in the form of a week-day luncheon-hour program of recorded music, sponsored by the library. Business men, stenographers, lawyers and sales girls drop in to listen, make requests which range from *My Old Kentucky Home* to a Mozart Mass. One man was so impressed that he donated his collection of 300 records which he had spent 35 years in assembling. A soldier about to leave for active military service in the Pacific left this library a copy of his will, in which a sum of money was set aside to buy records. "In case I don't come back," he added, "I want others to share the pleasure I've had here." Gifts of records as a memorial to a son or husband who was killed in his country's service are growing in popularity. In Bethlehem, Pennsylvania, the library's entire music room has been dedicated to the memory of the town's veterans.

A small library whose record department approximates the ideal is the Thomas Crane Public Library in Quincy, Massachusetts, which devotes a whole wing to the music division. Here you may browse among records, sheet music and scores, select any of the 3,000 records, and play them comfortably in one of four sound-proof booths. So popular is this service that people from surrounding towns gladly pay for a library card in order to obtain the borrowing privilege.

In many libraries, listeners are provided with earphones which give them a false sense of isolation. Sometimes a dignified elderly man, listening intently to his favorite Rossini overture, begins to wave his arms vigorously conductor-wise and sing in a powerful baritone. Or a slim youth listening to Offenbach's *Gaieté Parisienne* impulsively shouts "Bravo!" at the conclusion. Librarians have learned to accept these occasional outbursts with leniency.

Listeners vary widely in their musical knowledge and desires. In Brooklyn a young woman came to the library every day, listened intently to a rendition of the "Flower Song" from *Carmen*, even following the words with her lips. One day

(Continued on page 388)

Success Story

By RICHARD S. WESTGATE
Director of Recreation
Montpelier, Vermont

IN DECEMBER 1943, the Mayor of Montpelier, Vermont, (pop. 8,006), appointed a Citizens' Committee to study the recreation needs of the city and to make a report. This action came as a direct result of the interest of many civic-minded people who felt the need for a year-round recreation program. True, the city had one of New England's largest municipal swimming pools. But what of the recreation needs during the long winter months? There were no municipally-sponsored leisure time pursuits during the winter season.

Getting Under Way

The Mayor and Citizens' Committee consulted the Vermont Director of Recreation about procedures, tentative budgets, and recommendations. Many meetings were held before the city meeting on March 6, 1945, when an appropriation was made for a year-round system of recreation.

When this was done the newly elected Mayor appointed a committee of eight as a Recreation Committee. The committee was composed of five lay people, plus the Recreation Field Committee made up of three members of the Council. They immediately set out to find a qualified worker for the position of Superintendent of Recreation. The Vermont Director of Recreation was called in to assist in this task. A Superintendent was appointed to fill the position, his duties starting June 15, 1945.

Wanted—a Center

The summer program got under way and, by fall, the burning question was where to conduct a Community Center program during the winter months. We knew we had to find a suitable place, for the continuation of year-round municipal recreation depended entirely on what was done this first year. But no visible facilities were at hand. The Community Hall was already occupied. We finally hit upon the idea that the City Hall had the only available space.

Immediately we went to work and cleaned up a few of the basement rooms. One of the rooms was large enough to accommodate a pool table, three table tennis tables, two game tables, and a work bench. The other room would be suitable for dancing. Next item on the list was equipment. Here the public soon came to the rescue. The only thing we found it necessary to buy was a pool table. The dancing and reading rooms now have a juke box, plenty of easy chairs and good reading material for the young people.

We then made arrangements for basketball and other active indoor sports with the local high school. This gave us ample time and space to carry on a well-rounded athletic program. Our indoor program, occupying three small rooms in the basement of the City Hall and the gym in the Community Hall, has been very successful.

The size of the community's population seems to make very little difference if its citizens decide they want a year-round recreation program. Here, as witness to that fact, is a story from Montpelier, Vermont. The town's population was, at the time of the 1940 census, only 8,006. But these people went after recreation for their community and got it! This article tells something about what Montpelier citizens wanted for themselves, about how they set out to get it, and about what they got. The moral is clear. Size isn't a drawback once the community is aroused.

Program

Our Community Center program includes the following activities:

MONDAY EVENING
- 6:00 Club Basketball League
- 7:00 Chorus Rehearsal
- 7:00 Camera Club
- 8:00 Community Forum Series
- 8:00 Movies first and third Monday of the month

TUESDAY
- 4:00 Collegiate Basketball League
- 7:00 Dancing and Reading Room Open
- 7:00 Game Room Open
- 7:00 Badminton for Adult Men and Women

WEDNESDAY
- 7:00 Women's Basketball League
- 7:00 Dancing and Reading Rooms Open
- 7:00 Game Room Open
- 7:00 Badminton for Adult Men and Women
- 7:30 Weight Lifting for Men and Boys

THURSDAY
- 6:00 Club Basketball League
- 7:00 Dancing and Reading Rooms Open
- 7:00 Game Room Open
- 7:00 Boxing Class

FRIDAY
- 4:00 Collegiate Basketball League

(Continued on page 392)

A Progress Report on Membership

By WAYNE C. SOMMER
Chairman, Membership Committee
Society of Recreation Workers of America

DURING ITS CURRENT FISCAL YEAR ending next October 15, the Society of Recreation Workers of America will have enrolled well over 1,000 members. In the nine months to date the number is 1105. This more than doubles the average yearly enrollment (518) of the seven previous years since the organization was founded in 1938.

For the first time since the Society was organized, a membership committee has had a two-year term. It has taken that long to set up and test a record-keeping system which assures a reliable current file and, at the same time, makes possible a perpetual year-to-year record of each member's standing.

It is essential that we have such a system, nôt alone because common-sense business procedure requires that the Society's work be conducted in a businesslike manner. but also because growth depends in large measure upon an analysis of membership characteristics so that future administrations may see where strengths and weaknesses lie.

The first striking characteristic of this year's enrollment is the large proportion of memberships in the Active Affiliated category. Of the 1105 members, 947 are in this classification. Last year out of a total of 716 members only 496 were listed as Active Affiliated. At the same time, the number of affiliated organizations increased from 19 in 1945 to 24 in 1946, (There were only ten in 1944.)

At present, the number of members in other categories is as follows: Active Individual—155, Student—1, and Honorary—2.

The second noteworthy characteristic is the geographical distribution of membership. The Michigan Recreation Association has enrolled 139 members, oddly enough with only one or two from the city of Detroit. Henry Schubert of Dearborn has sparked the campaign in his State. In the Southeast, the Georgia Recreation Association, of which Oka T. Hester is president, has 138 members in the Society. Then the North Carolina Recreation Association comes third with 67. Jesse Reynolds, in Wilmington, heads this affiliate. These three are outstanding, but there are signs of growing competition from other sections of the country.

Notable because of relatively small enrollments are nearly all of the large cities. Washington, D. C., alone has maintained a pace for several years of between 75 and 100 members, including both Active Individual and Active Affiliated.

Incidentally, both of these categories of membership have the same privileges in the organization. The only distinction is that Active Affiliates have received a "bargain" rate, presumably because they come in wholesale lots. The framers of the constitution made this provision, not the membership committee.

The first stated objective of the Society is "to unite all recreation workers into one organization." It is interesting to note that our members do come from many different branches of the recreation field. The Society has been erroneously labelled as an organization of public recreation workers. Actually, it is not that at all. In one year approximately 50 percent of the membership came from voluntary agencies. The current enrollment, although not quite that high in proportion, is a real cross-section of all types of jobs. Public agencies, of course, at municipal, county, State, and Federal levels are represented. Voluntary agency professionals include Girl Scouts, Boys' Clubs, Boy Scouts, Y.M.C.A., Y.W.C.A., U.S.O., American Red Cross, National Recreation Association, Councils of Social Agencies. Industrial recreation has several representatives and there are persons engaged in full-time teaching of recreation in universities and colleges.

During the war years it was the Society's policy to carry its members who entered the Armed Services on a free basis. This was done in every case where information was received. Many who have returned to civilian clothes have notified us of their whereabouts and have reestablished contact with the Society. It is self-evident that we can only keep tabs on those who do let us know where they are.

From the foregoing, the potential strength of the Society should easily be visualized. The Year

(Continued on page 388)

Junior Foresters*

By FRANK PIPAL
City Forester
Omaha, Nebraska

"NEVER BEFORE in the history of our country has there been such an appreciation of the value of trees in the life of the nation," wrote a 12-year-old boy in his essay in one of the Omaha schools.

"We young citizens should plant trees in recognition of the obligations we owe to those who planted trees for us," commented an 11-year-old girl living in the dry shelterbelt of central Nebraska.

Another youngster made it a little stronger by saying, "It is the duty of the present generation to plant trees for future generations to enjoy the beautiful and comforting shade and protection of these areas."

These and similar comments were made by Omaha Junior Foresters and other school children in Nebraska who wrote essays on "More and Better Shade Trees."

In the 1943 *Proceedings of the National Shade Tree Conference,* "Dick" Alman, the Cedar Rapids, Iowa, arborist, told something about the Junior Forester organization in Omaha.

This group is now over four years old, and individual clubs have been organized in 20 schools. Other schools are waiting to be organized as soon as proper assistance can be provided. All schools in the city, however, are taking greater interest in trees than ever before, and the subject of their protection is repeatedly emphasized.

Most of these clubs include the pupils from the sixth and seventh grades. A few schools include the fifth and the eighth grades.

Every Pupil a Forester

Where the fifth graders are placed on the waiting list it is gratifying to note how insistently they continue to ask their teachers when they can become Junior Foresters. They like it, and it is surprising how seriously most of them take it, and how faithfully and enthusiastically they carry out their tree creed. One school considers all pupils Junior Foresters and gives them the most vital information about trees, but only two or more of the upper grades do the specialized work.

Print by Gedge Harmon

The specialized instruction consists of at least six lectures and demonstrations, given by the City Forester or the sponsor teacher who is qualified to do it. The main subjects taught are:

- How a tree grows, including the structure and function of its various parts
- How to plant a tree
- Best varieties to plant and how to space them
- How to care for a tree: A—pruning; B—watering; C—fertilizing
- Tree enemies and the methods of their control
- Products made from trees and other interesting facts
- Surgery is also discussed and demonstrated to some extent

This course generally starts the second term of the school — in February — and continues until Arbor Day — April 22. Outside of the special lectures and demonstrations the clubs and other teacher-sponsors carry on more detailed work by reviewing the preceding lessons by reference reading, and putting into practice what they learned—whenever possible.

*Reprinted by permission from *Arborist's News,* published by the National Shade Tree Conference, March, 1946.

The demonstrations include actual specimens and operations wherever possible and practicable. In the first lesson—how a tree grows—a tree about seven or eight feet tall, with roots and leaves (the leaves are artificial) is equipped with a brace so it will stand upright. About one-third of the trunk is cut off lengthwise so as to show the location of the cambium, inner bark, and other parts. The course of the water and the mineral salts is traced from the soil to the leaves, and then the manufactured sap back to the various parts of the tree. When the demonstration is over the children understand that a tree is a living thing, and that its food-manufacturing process reveals some of the greatest miracles to be found in Nature. Its importance and value are firmly impressed upon their minds and they fully understand why it should be protected. Ask one of them why the bark should not be bruised on any tree and you will be delighted with the explanation.

In a pruning demonstration a suitable tree-like branch is set into a half-block and after the needs and ways of pruning are discussed the pupils do most of the pruning. Both boys and girls are asked to take part — usually about six of them. Then others are asked to do the wound painting. All watch the performers critically and if a mistake is made they speak up quickly. When an inexperienced pupil — especially a girl — has some difficulties in sawing off a larger branch but finally completes the task a cheer goes up that would make any performer swell with pride. And they do swell with pride. And some of them go home and immediately want to test their pruning skill on their own trees.

Watering and fertilizing practices as well as additional pruning, are carried out on the school grounds and at home.

Actual planting is demonstrated, and at the proper time trees are planted—as a rule every spring—on the school lot and, in many cases, at home. More information will be given about this later.

Special Projects

In connection with the lesson on tree enemies some of the clubs have collections of pest specimens, and also samples of the various chemicals used in their control.

Trips to some of the parks are made at times, or a number of blocks around the schools are surveyed and a special study and reports are made on the varieties of trees found, and any other important and interesting features.

Last year the City Board of Education acquired the Joslyn Castle and its beautiful grounds, several acres in extent, and planted with many kinds of trees and shrubs. This outstanding property was the former home of the Joslyns, a wealthy pioneer family of Omaha. The Junior Foresters took a prominent part in organizing a program to develop an arboretum there, with many practical and educational features to promote the campaign for more and better trees, and more beautiful and happier homes. The public schools collected enough money to purchase and plant enough trees to increase the number of varieties from 47 to about 100. Pupils from every school are taken there at various times to study these trees and learn about their value, culture and care. More varieties of trees and also shrubs will be added each season, to demonstrate what can be grown successfully in this particular area. The project carries an important educational value not only for the school children but also for every home owner in the city.

Practical Results

What are some of the practical results?

Most of the schools planted more trees than ever before, especially where they had Junior Foresters. The idea of beautifying the grounds became quite infectious, and included not only the planting of trees and shrubs but also flowers and improving the lawn.

Funds to pay for the trees and other materials are earned by the children, but they also get dona-

(Continued on page 397)

Print by Gedge Harmon

A Case for the Amateur*

By JAMES PETER WARBASSE

I AM NOT a professional poet, nor even a student of poetry —as, I imagine, professional poets will observe. I write verse, as I do many other things, in the spirit of recreation. There is, perhaps, some merit in amateurish invasion of professional fields. I like to think that art belongs to amateurs and the professionals are the invaders. In the ancient Greek drama, the actors came from the audience. It was a rather normal condition when all the people sang and danced and made music and felt called upon to create beauty. Some reached a higher degree of perfection than others. These presently became the experts and then the professionals.

At this juncture, the average person realized that he was out-classed in his efforts. The expert, with his superior abilities, encouraged others to be conscious of their own inferiority and of his excellence. As he increased his expertness the gap between him and the people widened. The contrast became so notable that the professional class arose. And then the great transformation in art took place, the people found their pleasure in what the expert did for them rather than in their own expression. The result was: on one side the artist; on the other, the audience.

One time my children and I were playing ball with my brother's family. The crowd going home at the end of a professional ball game stopped to peer through the fence at us and expressed themselves to the effect that they thought our playing was absurdly poor, although none of them, I dare say, could play as well as we. This is what professionalism does. I think we amateur players got more fun, to say nothing of education, out of our game that day than did the audience who sat and watched other people play as a business.

Just at the present time while writing this Preface, I am acting as nurse to a two-year-old granddaughter. Though I am not a trained nurse, I imagine I am having more fun taking care of this lovely infant than a trained nurse would, and at the same time I am doing a fairly acceptable job.

Similar contrasts could be cited in other arts. Among my recollections is the memory of my wanderings in student days on Sunday evenings through small towns in Austria and Bavaria, where I heard music coming from almost every house—the people expressing themselves in art.

"I Sing the Amateur"

I sing the amateur. For essentially that is what everybody is. I always have the attitude toward any product that it might be improved, that there might be something beyond, something a little farther on the way toward that intangible goal—perfection. The best results in art may be expected as art becomes the product of leisure or recreation rather than of necessity. There is reason for the importance of labor-saving devices. Not labor, but leisure must be the aim of civilization.

I do not mean to deprecate the experts. I was in that category myself for 30 years—a surgeon—and I know that it is the expert who preserves and advances the art. I am simply trying to say a word for the non-expert.

In the field of music there seems to be a surfeit of experts and a dearth of amateurs. The amateur should know the possibilities of his art. Recreation should be his purpose if he is to get the greatest enjoyment his skill can yield. By that I mean re-creation, making himself anew, giving himself something newly created. Everyone is a poet at heart, and the creative impulse exists in each normal person. It is a predominant quality. It craves expression. Many a man is wasting himself in drudgery when he needs to express himself in some form of art.

I have had so much fun writing these verses, with no thought of publication, that I want to encourage others to do likewise. Many of these lines were written aboard trains, some in meetings when the discussion was dull. The most satisfying were written in the quiet of beautiful environment. To begin, one needs only an idea and the wording of it singing harmoniously in his mind. I take this occasion to recommend the writing of verse as a recreation. There are millions of poets not conscious of the opportunity for fun they are missing. Leonardo da Vinci said that his genius consisted in employing his faculties.

(Continued on page 394)

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Is There a Naturalist in the Community?*

By JEAN CARTER OGDEN

IS THERE A NATURALIST in your community? If there is, and if he is willing to share his knowledge, you have all that is necessary for the development of one of the finest recreation programs a community could have. This is the opinion of residents of Danville, Virginia. They offer as evidence the fact that as a result of one man's interest Danville has developed, in about four years, more than 3,000 ardent nature lovers. Most of them are young people who combine a serious and scientific study with pleasant rambles about the trails, woods, streams, and parks in and around their small city.

The man who has given leadership to this program maintains that if you have a naturalist, you do not need to worry about the second *if*. He is sure to be not only willing but eager to share his knowledge, for an interest in nature is one of the most contagious of hobbies. When Mr. John Westbrook returned to his native city about four years ago, he continued to indulge this life-long hobby of his. Others were curious. He began to take little groups with him on his field trips. The Recreation Department became interested. Within a year the city officials had authorized a nature division of the Recreation Department under his direction.

The Program Grows

The program continued to grow. It caught the attention of civic clubs whose members had sons and daughters among the young enthusiasts. In fact, enthusiasm had not confined itself to sons and daughters but had frequently taken hold of parents as well. Entire families were taking field trips, making collections, or hunting with cameras. About two years after it all began, the heads of 61 civic organizations signed a petition to the City Council commending the program and endorsing a proposal for a field museum. An appropriation was made, architect's plans were drawn, and as soon as materials were available, work was begun on what will be an impressive museum in the city's park.

The Proof of the Program

Impressive though it be to have this recognition of the importance of the program to the community, it is by no means the most impressive bit of evidence of its value. That is to be found in the boys and girls themselves. They are not only ardent students of nature in general, but many of them have become "specialists." They devote their attention primarily to birds or flowers or trees or butterflies and attempt to know all there is to know about their chosen fields of specialization. Some even state proudly that they are "herpetologists" and have the evidence to prove it. Most of the young people have collections—modest or extensive—in the fields of their special interests. In addition, they have made available to schools col-

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lections and exhibits of well mounted and carefully labeled specimens. Their collecting is scientific and controlled. One of the first lessons they learn is the difference between *to see* and *to have*. Their interest is serious and scientific. Yet, they insist, it is more fun than any other kind of recreation program they have tried.

By Any Other Name

Whether it is called recreation or education or something else is a minor matter. Certainly it is making an incalculable contribution to their physical, mental, and spiritual growth. These young people are not "amusing themselves" or "being amused." They are having experiences that build healthy bodies, contribute to informed minds, and stretch the soul so that it reaches beyond its former grasp. They cannot help believing in the infinite power of God, says their leader, because in observing the wonders of nature, they see the unbelievable happening continuously right before their eyes.

Subject fields touched upon cover a wider range than mere knowledge of flora and fauna. A group, for example, may wish to examine or photograph the nest of a humming-bird. They have seen the bird enter the woods at two different spots. Knowing that they can count on its flying in a straight line to the nest, all they need to do is note the angles and determine where the two lines of flight cross. There they will find the nest. And unexpectedly they have learned a lesson in applied geometry.

Or the day of the hike is warm. Thirst sooner or later overtakes the hikers. A babbling stream invites them to drink. But they have been warned against contaminated water.

"Is it safe to drink here?" does not bring a direct answer from the leader.

"Let's find out," he suggests. A brief exploration upstream may reveal a pigpen or a cluster of houses nearby or a dead animal in the stream itself; or it may show that, since there are no apparent sources of contamination, the water is probably safe. Another lesson has been learned.

The children study the type of terrain. They observe that a north slope produces flora different from that of the south slope. They learn to spot things down on a map. They note that there is a regularity and a plan in nature that can be counted on from one season to the next. They discover the importance of accuracy and patience. They learn new kinds of values.

"Oh, stop crying, I'll buy you another," says one little girl on a field trip after she has knocked the other little girl's wiener into the fire for a joke. But, though there is money in her pocket, there is no store nearby. The other child is hungry *now,* and she can't eat money!

"I'll give you $50 for that specimen," says the son of a wealthy father to a boy who has no money but is the owner of a fine collection of butterflies. The specimen in question is a very rare one. It is worth more than money to its owner. The would-be purchaser learns, to his surprise, that there are things Dad's money will not buy. He has a second surprise later when the collector has found a duplicate of the rare specimen and insists on giving it to him for nothing. Difference in wealth and social status tend to be forgotten as these new values are realized.

Organization Simple

The organization of the program is informal. There are no impressive or bewildering schedules. There are many interest groups that get together and invite Mr. Westbrook to work with them. They also go on trips by themselves and bring back specimens. He is continuously consulted by telephone or in person about proposed jaunts or strange specimens. A walk down the street with him is punctuated by greetings and stops.

"Hello, Johnny," a boy calls out. "Remember the tenth!" That, we are told, is the date of an annual trip to see the nest of an elusive warbler.

Another boy stops to report that he has 17 tiger swallow-tails. He wants to pick six of them for his collection but he will give the others away if "Johnny" knows someone who wants them.

There is no discourtesy in this use of first name. It is a kind of symbol of the *camaraderie* that characterizes the program. This fraternity knows no distinction of age or status. Though their bond is one of common interest in natural phenomena, nature lovers are sure of each other in personal matters as well.

In the corridor of a school, a small girl stops beside the display case where, with Mr. Westbrook, we are looking at neatly labeled specimens.

"Remember my grandmother?" she asks. "The one that made the cake? She broke her back and had to go to the hospital."

While he is sending messages to the grandmother whose cake he had enjoyed on a hike last year, a teacher hurries up to him. "My grade is

(Continued on page 394)

What They Say About Recreation

"A NATION'S ART OBJECTS and its scientific activities are not mere national property; they are international possessions for the joy and service of the whole world. The nations hold them in trust for humanity."—*Havelock Ellis.*

"... Most important of all is that the race, the scrimmage, the eleventh inning, and the third round are proving grounds where there is no substitute for strength, speed, and courage. To be outstanding in any of these fields a man or boy must have the stuff."—*John Kieran.*

"Community activity gives people a sense of belonging, and this spirit is one of the very foundation stones of our democracy. . . ."—*Charles Poletti.*

"We meet the problem of recreation as one of the central aspects of the task of the evolution of the human race."—*Rabbi James G. Heller.*

"An investment in youth in providing recreational facilities and supplying leadership of a proper type during leisure hours is an insurance of American democracy."—*John Edgar Hoover.*

"That which we speak of as the culture of any people springs from the activities of the people in six fundamental fields of human activity—in family life, in work, in worship, in education, in government and in recreation."—*George Hjelte.*

"Boys and girls learn the principles of citizenship in their games just as well, if not more, than in their schools."—*Raymond Swing.*

"Let us open to all children the gates of our forests and uplands, our meadows and mountains. Let them all learn to swim in our refreshing waters, wander down America's trails, and live in the out-of-doors.

"Let us have music and dancing and dramatics and other fine arts such a part of each day's living that they become an integral part of life itself. Let them so grow into the pattern of daily living that life cannot be considered apart from them any more than the businessman can be separated from his daily newspaper, the girl from her interest in pretty clothes, and the child from his play."—*Lula Wright.*

"Americans know what they want. They want jobs, homes, and an opportunity to live abundantly."—From *Recreation—A National Economic Asset.*

"Men and women have been scattered from their homes to new arduous duties in unfamiliar surroundings. Their leisure is important and should not be wasted, for wholesome recreation is essential to health and high morale."—*John J. Winant.*

"If . . . recreation is to march toward the richer culture we hope for, will not all of us have to carry our study of teamwork a bit further than we have yet? Not only to give counsel on subjects we really know, but also to accept it on subjects we haven't yet mastered. Is there any other way to growth or progress?"—*V. K. Brown.*

"We have an opportunity and an obligation . . . to insure that all young persons have access from birth until they are fully grown . . . to social and recreational opportunities adequate to develop self-reliant, socially responsible individuals."—*Frances Perkins.*

"Recreation implies freedom of choice and action and has the quality of bringing immediate personal satisfaction. It is sought for its own sake. Its direct and immediate values are as important as the indirect benefits it confers."—*C. Gilbert Wrenn* and *D. L. Harley,* quoted in *Freedom for Fun,* Chicago Recreation Commission.

"I believe that the new social state, whatever it may be, will not endure, nor be worth while, unless it has room within for simple play, pure fun, uncommercial joy, and free, happy, wholesome recreation."—*Van Dyke* in *Scribner's.*

Hobby Shops as Creative Play

By LAVELLE ROSSELOT
Westerville, Ohio

THIS IS NOT a success story, for who has a scale to measure man's inner satisfaction, his growth in inner balance? Or who can measure in numbers what we accomplish in personalities? Better to say, "Here is a trend." The war helped put a theory to wide practical use. Educators and recreation workers have long talked of "creative use of leisure time." But it took the war to make us realize our very urgent need for creative time-fillers and morale builders. Military personnel the world over have applied the balm of creative hands. Everywhere we read of the special therapeutic value of crafts and their successful use in both military and civilian hospitals. But the spread of handcrafts has not been for the armed forces only. Civilians thrust into war-time communities have found the need of creative expression, and arts and crafts groups have ambled along into Federal, community, and industrial housing programs. It is our opinion these war-born programs are worth extending beyond "the duration and six months" into permanent community planning. No one who has felt the surge of power, the keen thrill of being able to put a thought effectively into form will ever doubt the aesthetic value of creative play.

Of the several arts and crafts groups with which I have been privileged to work during the last few years, each has been experimental, each has been different—especially in physical set-up, personalities, ages, and adaptabilities of participants. Yet certain features seem to stand out in all groups, and it is these similarities upon which I wish to dwell, for I believe they are basic to the building of other such successful groups.

A "Class" That's Not a Class

Although each club project grew out of a small group of interested people who named themselves Sketch Class or Charcoal Class, it was almost immediately apparent that any resemblance to the traditional class lay in name only, and only for the first few lessons could a single class model for all students be used successfully. There were too many individual differences in ability, interest and personality. These people were adults, in the habit of making their own choices. Thus individual work very early became a dominant concern. Nor could we often establish regular enrollment, such as most class work depends upon. Demands in adult living were many and varied and who were we to say, "You can't work on this tonight because you didn't start with us—or because you don't have the background"? Serving all who came, as we felt we should, meant giving that background over and over for each newcomer.

Further difficulties in class procedure lay in the average short interest span. If these adults, coming at will to a hobby shop to spend several pleasant hours, had been consumed by a burning desire to become artists they would have, somehow or other, managed to get technical art training. We have had in three years time two such individuals who, having discovered themselves, have forged ahead. We have not set up our groups for the two but for the many who may wish to participate. The two are merely an added gratifiation. Most of the people who dropped in had only a mild interest, a yearning, a need to bolster their ego by doing something out of the ordinary. In this adult world where we were often battling years of recreational stagnation we had to hold this casual interest until a real thirst could be developed. Therefore there could be no long, detailed work on teaching fundamentals. Instead, most activities had to be those which could show immediate results or could insure such progress as to make a return engagement imperative.

After the original group had progressed through half a dozen lessons, one or two individuals might have developed enough interest and ability to see the possibilities of continued similar work, but the remainder of the original group had sufficient mastery for their own needs and were anxious to move on to another activity or another medium. In the meantime new people would invariably drop in too far behind the original group to be welded with them into a class. Thus the club would grow and develop by adding new members, each a separate, individual entity demanding more and more media to conquer until, in a very short time, there were twenty different people doing twenty different things.

The exhausting task of keeping up with so much variety brought me to repeated analysis of class techniques. A helpful supervisor suggested allot-

ting certain hours for certain activities. For example, here is a Sunday schedule:

2-4 P. M. Art (charcoal, pastel, watercolor, oils, costume design, and advertising art)

4-6 P. M. Crafts (ceramics, textile painting, wood working, block prints, spatter prints, leather, photo tinting, and a dozen others)

7-9 P. M. Weaving as a separate craft, since it was a larger working group than any other, requiring much individual attention in threading.

It was a beautiful theory. But Jenny worked swing and had to leave at three, so couldn't she come in right after lunch? Edna had a date for the show at four. Why couldn't she work on her bookcase at two? She'd not bother anyone! Others just from personal inclination preferred coming in at this hour or that, regardless of class time.

Some one will suggest we need to teach these people respect for time and the convenience of others. But they are adults on their free time, and they will not be regimented! They do not come to school, they come for creative play. This brings us, I believe, face to face with our philosophy supporting such an activity.

Project Values

In creative play we are chiefly concerned with therapeutic (or to be less technical—tonic) and social values, NOT economic ones. Very frankly we must admit that in almost every case we are merely giving an introduction to various skills. In so doing, we are broadening appreciation, imparting new outlooks. Because these people are coming for personal pleasure, not profit, they demand that results be immediate. All learning other than basic instruction in use of equipment and materials must be incidental. Once in a great while you will run across an individual who merely needs awakening, and this one will give you unlimited satisfaction. This person you can lead into deeper study, and take pleasure in his growth. Basically, however, a workshop must remain a place for introduction to skills, a place for practice, a place to "make things" and a place where the worker can learn to entertain himself and others, and that creatively. In other words, it must be a place where he can help himself to fun.

I have said that we must be chiefly concerned with tonic and social values. The release from tensions, the feeling of power and accomplishment, the value from seeing, thinking, and reaching for beauty are not the only results obtained from a workshop. The very fact that our people felt welcome to wander in and out at will, whenever the shop was open, allowed for freedom and wholesome fraternizing. It was not only good for the group enrollment but good for group morale. Friends stopped to admire. Some stayed to play. The regular shop participants also responded to this informality, and soon fell into the habit of Sunday night suppers, which became as much of an institution as the actual shop activities. New acquaintances were made on the basis of mutual interests and often people who liked the friendly atmosphere of the shop but were too timid to venture into the creative field could be put to work at small, useful jobs requiring little skill—such as checking out equipment, filling plaster molds, mounting patterns and designs, helping newcomers get introduced to the shop and its workers.

There are several shop activities which have had more universal appeal than others. This may be due to the fact that most of our participants were women. Textile weaving has been by far the most popular activity, because exceedingly gratifying amateur results were obtained with much less skill than is required in other media. Oil painting, for the picture-minded, was the ultimate, and any session gave proof that this group threw themselves into their art—from elbow to elbow, and sometimes behind the ears! Textile painting with stencils, and spatter printing both proved especially effective for those who needed to carry away a

finished product from the first lesson. Plastics, too, gave quick results if the project undertaken was a simple one. Plastics, however, had the added attraction of offering interesting possibilities to the ingenious worker with real creative interest.

Considering Equipment

Since one of our aims is to provide skills and techniques for both present and future self-entertainment, materials used in instruction should be on the easily available list. It is of little value to teach extensively the use of air-brush when most of our people will be able to afford only tempera and a good camel's hair brush. All the beautiful clay banks and formulae in the world are of no value where no kiln is available. But there are clays that can now be fired at ordinary kitchen oven temperatures, and glazes to delight the heart of any dabbler.

The cost of equipment is of paramount interest also to the average community considering the development of hobby shops. Building as you go is, of course, the safest and wisest plan. I am continually amazed at what can be done with very little. Material for our woodworking department came mostly from a scrap lumber pile, with much of the wood having been previously used. In this way we got seasoned lumber when there was no lumber available on the market. Arm muscles took the place of power saws, and helpful hands were always ready where the proper vice was missing. In other crafts, too, makeshifts proved good recreation aids. We even heated and molded plastics on a hot plate or in boiling water where no oven was available. Quite often ingenious hobbyists dared, in the absence of appropriate equipment or materials, to try something new. When the experiment proved successful, you never beheld a more jubilant crew. Something more had been added than just instruction in the use of fine materials. We had adventured as a group—together.

Perhaps our one biggest luxury in equipment has been the loom. But interest in weaving and a dawning appreciation of cloth itself has, I believe, fully repaid any initial cost. Yet here, too, we find now on the market practical eight or ten inch looms within reach of any purse.

Besides being friend, guide and "enthusiasm dispenser," a shop director must be willing to be a "one-woman-shopping service." Though ingenuity can often profitably replace fancy-priced equipment, basic equipment and materials must be on hand when needed, and in almost every case this responsibility must be the instructor's. It is a very rare individual who, at the end of a working day, will battle the five o'clock rush hour to purchase one huck towel or one-half yard stiffening for a hand bag. Most people just won't bother. It's hard on that spark of enthusiasm, too, to be all set in your mind for a specific activity, only to find some vital material is not on hand. The greatest error any group leader can fall into, is to have a first meeting to plan a project and have nothing concrete on hand with which actually to begin work. In order to avoid these deadly lulls we developed an "I need" sign-up system. Each hobbyist states her needs in writing a week in advance, and adds her signature and address. This last is to insure our not getting stuck with supplies which someone might order and then not show up to claim. Such a thing does happen, of course, but surprisingly seldom, especially with the above precaution.

Shopping for three workshops requires one or two full half days each week, but the boost in enthusiasm and participation is well worth the trouble. Orders are as varied as the weather. For example:

½ yard white material for summer purse
1 tube of black plastic belt buckle #384
2 yards material to stencil for dirndle (any light color but yellow)
3 huck towels (largest size available)
turpentine for oil painting

Often the buying was done with fingers crossed, but seldom was there a complaint from the hobbyists. They took what they could get. If huck towels came only in 16½ cent size, very well, they made finger-tip and guest towels. We developed awareness of war and postwar possibilities and limitations and, though shopping often took the form of a scavenger hunt, it was never an unpleasant task because it was fully appreciated and netted large returns.

Large groups with individual demands necessitated all the available teaching short cuts possible. Advanced students helped beginners and lifted from the instructor the burden of countless little questions. Volunteer leaders kept shop on days when the instructor must be with another group. Ideas and designs of all kinds, patterns, greeting cards were collected into scrapbooks which could be put into the students' hands and thereby eliminate long minutes of teacher-time in individual

(Continued on page 395)

Texarkana U. S. A.

By HUGH T. HENRY
Superintendent
Texarkana Park Commission

A NEW DEPARTMENT of Recreation began operation at city recreation centers the week of June 17. This is news for any city. In this unusual locality it should draw particular attention.

Texarkana is located on the State line of Arkansas and Texas, with approximately half of the population living in each State. There are two separate City Governments—with a Mayor and Aldermen in each—that function in accordance with the charters granted them by their respective States.

Within this government structure is the Texarkana Park Commission, which is made up of five members from each side of the State line. The Commission administers the Public Recreation Department as a service unit for the entire city. The Commission is headed by two co-chairmen who have worked cooperatively for the establishment of the Department since their appointment by their respective mayors in January 1946.

The second week in June the formal opening ceremonies for the summer recreation program were held at the State line with the two mayors using the symbolic "Giant Scissors of Cooperation" to cut the first jump ropes and lariats to be used on the seven summer playgrounds. The scissors used were made as an arts and crafts project and were painted in the colors of the two States.

City of Cooperation

Texarkana is truly the City of Cooperation. Seventy odd years ago the town was established. Little thought was given then to the State line, but as the city grew and the State and county laws, each affecting half of the city became more complex the problems of government and administration grew. Naturally complications arose and made difficult situations for the governing bodies to cope with, but Texarkana and its people were too strong to let these spoil their determination to build a metropolitan city, achieved almost entirely through cooperation. Here in this day of uncertainty of developments in world and national affairs the officials and citizens of this city have launched out on a new venture together, one of service to the community —a public recreation department under the direction of a joint commission.

Attendance has been above average for a new program at the five full-time centers and two Federal Housing Authority playgrounds where Recreation Department leaders are assigned part-time.

(Continued on page 398)

A Navy S.O.S

By ARTHUR E. SPENCER
Supervisor of Athletics
and AGNES DE PUY SMITH
Supervisor of Centers
Recreation Commission
Tacoma, Washington

DURING THE EARLY part of March 1946, the 19th Naval Fleet Welfare and Recreation officers were faced with the task of providing recreation for 4,000 of their Naval personnel each evening during the week.

The officers of the 19th Fleet met with the Superintendent and Athletic Supervisor of Tacoma's Recreation Department. At this meeting the officers presented their problem — no indoor and outdoor athletic and recreation facilities at their Naval base with which to carry on a good and appealing program. In their need for advice and help they had come to the Recreation Commission for suggestions and assistance.

A survey was made of the recreation facilities in Tacoma and the surrounding area which could be made available to the Navy men. Besides these facilities the additional use of one junior high school gymnasium was procured for the Navy, with the result that a Naval Fleet basketball tournament was held with two evening games each week. Cooperative activities and tournament details were planned and supervised by the Athletic Supervisor of the Recreation Commission.

The roster of teams was made up from 12 different ships, and each team was requested to submit the name of one qualified referee to the Berthing Area Welfare and Recreation office. In addition each team provided one individual at each of its scheduled games to act as either timekeeper or scorekeeper. The program was in force from February 1946 through August 1946.

Rounding the Program

In order to have a well-rounded program other facilities throughout the city were investigated, and the following recreational channels were offered to all Navy personnel.

Through the courtesy of the War Athletic Commission of Tacoma, organized groups of sailors may enjoy a day of fishing at the Commission's expense. In Tacoma, salmon is king of sports, and at Pt. Defiance Park on Puget Sound, boats and fishing gear may be obtained. For the organized groups taking advantage of this sport an officer or a petty officer is in charge. The parties do not exceed 20 in number because of limited equipment.

Help has also been given in organizing ice skating parties which are held at a nearby ice arena, 15 miles from the heart of the city.

At the Metropolitan Park District's Pt. Defiance Park there are riding horses—with both English and eastern style equipment available to Naval personnel at low cost.

Softball season opened early in April for the 19th Fleet, with two leagues of eight teams each, the American and the National. It was necessary to limit each ship to only one team because of the lack of playing fields in Tacoma and the 126 other softball teams in the city. Through the Recreation Commission eight fields were made available on Tuesdays and Fridays.

The Navy may use all public tennis courts. The Recreation Commission was unable to provide equipment, but the courts are free.

At the South Tacoma Community Center, a former USO building, there is instruction in square dancing every Tuesday night. On the second Wednesday of each month old-fashioned dances are held with an able instructor. Special parties are planned from time to time, and invitations are sent to the armed forces.

Opportunities to participate free of charge in adult activities in school buildings at night are offered. These programs include arts and crafts, woodshop, modern and square dancing.

The Tacoma Ski Club, an activity of the Recreation Commission, arranges for an experienced skier to accompany Naval personnel and to instruct the beginners at Mt. Ranier. The Ski Club provides transportation on Sundays. Each weekly trek to the snow line is limited to 20 skiers and the trip is always looked forward to.

The northwest is an out-of-door playground most of the year. Water—fresh and salt, trees, golf courses, fishing streams, skating and dancing, and a cooperative welcome to all newcomers—especially members of the armed forces—is Tacoma's answer to the Navy's call for help. Participation in these open air activities plus other forms of rec-

(Continued on page 398)

House of Make Believe: San Diego Playgrounds on the Air

A HUSH ENVELOPES the broadcasting room as the second hand of the clock sweeps around to 9:30. In a few seconds the theme music comes "out and under," as they say in radio parlance. Players with scripts in hand stand by three microphones. The director, earphones on his head, tenses an upraised hand, then brings it down smartly. The show is on! Whatever tension pervades the studio escapes the listening audience to whom the proceedings come smoothly—as though effortless.

Radio programs go on like this all day, but the one we refer to has as its cast amateurs many of whom are going on the air for the first time. And these amateurs—so small, the mikes have to be lowered nearly as far as they will go—are children from a neighborhood playground. The show is *House of Make Believe;* the station, KFSD in San Diego; the sponsor, none but the San Diego Playground and Recreation Department on sustaining program.

It sounds like an impossible task to gather up a band of youngsters off the ball diamond and turn out a first-class radio show, but the San Diego Recreation Department does this weekly. What accounts for its success is the fact that the program strives first and foremost to offer entertainment to the listening audience. This, in turn, makes the youngsters proud of their show and stimulates them to dig in and work during rehearsals conducted at the playground. It brings, too, favorable comment from the listening audience and influences everyone connected with *House of Make Believe* to be at his professional best.

Advantages of the Show

The advantages from a recreation standpoint are obvious. Rehearsals constitute the best type of dramatic training. Mastery of the script motivates a respect for pronunciation, enunciation, comprehension of reading matter that young people do not always get in school. Team play and cooperative planning are necesssary concomitants. And what fun it is—whether Johnnie Jones is a performer on this real, live radio program going over the air, or whether he's listening in on his radio to friends from another playground!

There is another excellent advantage from the standpoint of the Department and the people of San Diego. The radio broadcast keeps a tab on recreation projects and activities throughout the year and affords an opportunity to celebrate holidays and take note of seasonal celebrations. Recreation facilities are brought to the attention of the listeners, many of whom in San Diego are visitors or newcomers and are not acquainted with the city's many available sources of fun and relaxation. Athletic events are followed through announcements or on quizzes during variety programs. Playettes are excellent media for following the traditions and festivities of the year. During National Book Week a book is dramatized each year. For National Music Week an all musical show is produced.

Range of Interest

The shows are made entertaining by the very fact that local children are putting them on and doing their very best to make them good. There is fairly consistent alternation between variety shows with humorous dialogue, musical numbers by a teen-age band, individual singers and instrumentalists and playettes which run through the entire half hour and portray folklore, traditions, adventure, history or situation comedy. One most valuable factor has been a writer who can turn out original scripts, saving the payment of royalties by the Department and enabling us to use local materials. The shows are definitely slanted for children or teen-agers, as attested by such titles to playettes as *Rina, the Lazy Fairy* and *Van Johnson Slept Here.* However, their appeal seems to have equal force with the adult audience.

Each playground where a radio group has been organized has its turn to put on a show. The youngsters are given two weeks to prepare, then they must go on without any rehearsal in the studio. The time of the show, always a very important item, is 9:30 A. M. Saturday when young people are able both to broadcast and listen undisturbed to the radio. Visitors are allowed at the show, with the result that the studio is usually filled with parents, brothers, sisters and friends of the performers.

(Continued on page 395)

The Old-Time Dance Festival

By S. G. WITTER
Recreation Director
Spokane, Washington

SPOKANE has gone all out for the old-time dance. The heritage of the old pioneers was rediscovered on Saturday night, May 4, at the State Armory Drill Hall in an Old-Time Dance Festival planned by the Recreation Director and his three capable dance instructors.

The interest in the old-time dance classes conducted at three centers by the Recreation Division of the Park Department prompted us to schedule the all-city festival. We got in touch with all known old-time dance groups in Spokane and the surrounding Inland Empire region and their enthusiastic response was encouraging. We thought we might have a possible attendance of 1,000 people. Our estimate was slightly off. We missed it by 3,000!

The square dances of the old west, the centuries-old waltzes and folk dances of other nations were the attraction that drew an estimated 4,000 to the first Inland Empire Old-Time Dance Festival. The sponsors would have been pleased with an attendance of 1,000, but by the time dancing started parking space was at a premium for blocks around, the balconies were filled with spectators and the crowd downstairs overflowed onto the sidewalk.

Color was the keynote of the festival, with blue-jeaned cowboys swinging their dirndle-skirted ladies in the patterns of the square dance and folk-costumed dancers, representing every nation, mingling in the crowd. Long, full bright-colored skirts whirled in the graceful measures of the waltz, making the scene viewed from the balcony like a kaleidoscope.

The picturesque greeted the ear as well, in the reminiscent square dance calls—"You swing yours, I'll swing mine; I'll swing my gal any old time," and "Swing the gal across the hall, and now the one you call your own."

Bobby-soxers were in as much evidence as the older generation, and old and young alike proved the entertainment value of this type of festival.

The age span represented was brought out clearly with the introduction of the oldest and youngest dancer. A gentleman of 82 from Lewistown, Montana, had just finished a lively schottische when called to the platform. A pigtailed eight-year-old was the youngest addict. The Washington State College Physical Education department delegation and the Pullman Square and Round Club divided honors as clubs coming the greatest distance to attend. The fourteen girls from

(Continued on page 393)

Friendly Groups of Well-Planned Neighborhoods

Chicago Develops Ideas Worth Emulating

THE PRIDE AND ENERGY which have built a big and friendly city may now make possible the redevelopment of Chicago into an even more friendly city, made up of attractive, modern "small towns" which will combine the economic, social, and cultural advantages of the large metropolis with most of the desirable features of quiet, small-city life.

That is the prediction of A. H. Mellinger, Chairman of the Chicago Plan Commission, who has announced that the Commission has completed preliminary studies which indicate that, when the major phases of the Comprehensive City Plan have been realized, Chicago will be made up of fifty-nine well-defined and integrated communities.

"The Commission's plans for making Chicago a better place in which to live and work (he said) are focused on the local areas in which people live —their neighborhoods and their communities. The city plan recognizes these as the basic units of a city, just as the family is the basic unit of society. Accordingly, the studies of the Commission suggest an arrangement of residential areas which will ultimately provide families in every part of the city with facilities for pleasant, friendly community life comparable to that of the better suburbs. The units are small enough to cause people to have a feeling of pride in their community and to take a more active part in the neighborhood and community affairs.

Expressways, Waterways, Parks and Schools

"The communities of this future city will ultimately range in population from 45,000 to 90,000 with an average of approximately 55,000. They will be separated from each other by a great system of expressways, by a fixed railroad and industrial pattern, by waterways, and wherever feasible by open areas commonly known as buffer parks, which can be used for various recreational purposes. It is contended that each community should ultimately be the service area for a high school and a community park and playfield. To this end the Commission has made known the close cooperation it has received from the Board of Education, whose officials have evidenced a willingness to have the future school district pattern conform to the planned community areas.

"The fifty-nine communities are further divided into 128 sub-communities for the purpose of distributing park and playfield areas to accommodate more adequately the recreational desires of all age groups. These recreation facilities are planned at convenient locations with a service range governed by reasonable walking distances from the homes of all families within the sub-communities. In this phase of its planning program the Commission commends highly the assistance and aid it has received from the officials of the Chicago Park District, who have evidenced their approval of the community divisions by proposing to acquire new community park and playfield space in accordance with the Plan Commission's proposals wherever it is physically and economically possible at this time.

"Each of the communities embraces from four to twelve neighborhoods, and these, in total, aggregate 559 throughout the city. The neighborhoods are typically one-quarter square mile in area in the more intensely occupied sections of the city, and somewhat larger in the less populous districts.

"The typical neighborhood would be served by an elementary school located near the center and serving the population of 4,000 to 12,000 and would be virtually a self-contained unit providing stores and other facilities necessary for everyday activities, with the exception of employment."

By reason of these sharply defined physical boundaries and the facilities within them, Mr. Mellinger pointed out, each neighborhood would take on an individual identity and character and, together with several contiguous neighborhoods, would make up the community which corresponds to a medium-sized town or small city. Each of these communities is planned to provide the more extensive facilities such as churches, parochial schools, theaters, shopping centers, hospital and health services, and other public welfare services.

Vacant Land and Blighted Areas

The Plan Commission Chairman emphasized the

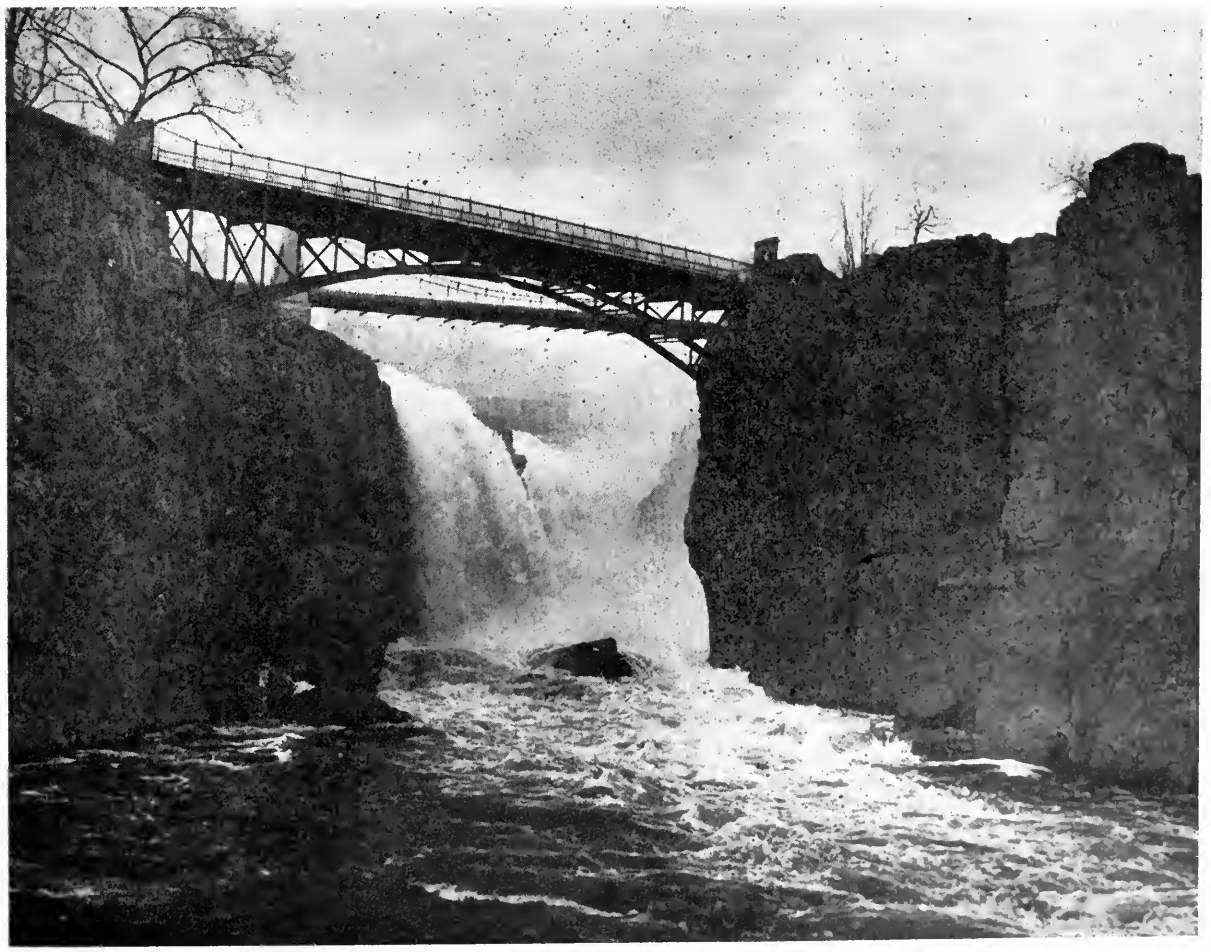
(Continued on page 392)

A City Buys a Park

A STRUGGLE HAS BEEN IN PROGRESS in New Jersey since 1792. The people of Paterson have been—more or less—for all those years at odds with the Society for the Establishment of Useful Manufactures, chartered in 1792 to encourage manufactures in the United States and generally known as the S.U.M. The object of the struggle was the site known as Passaic Falls. The question was whether the people of Paterson or the S.U.M. had the right to the use of the land and the water. Should the Falls be a public park for the use and enjoyment of the people forever or should it rather be used by the company to turn the wheels of their cotton mills?

The question was decided in 1945 in favor of the people of Paterson. On January 1, 1946 the city's Mayor announced that Passaic Falls would become a public park. The city authorities purchased the charter and properties of S.U.M. For the sum of $800,000 the City of Paterson bought out the company and added to its public holdings the Great Falls of the Passaic River and a large block of property above and below them.

Hardly a voice was raised in protest when the citizens registered their opinion of the transaction in a municipal election. They are looking forward now to the time when the new park will be ready for the use of all the citizens of Paterson—present and future. For when the Mayor of Paterson made the simple announcement of his intention to build a public park at Passaic Falls he also proclaimed victory for the people in the long, long struggle to recapture a fine scenic beauty spot for themselves and their descendants. Now, at last, the reign of special privilege is ended and the Falls are restored to their rightful owners, the citizens of Paterson.



Recreation
An Essential Community Service

PLATFORM prepared by representatives of:
The American Association for Health, Physical Education and Recreation,
The American Association for the Study of Group Work, and
The Society of Recreation Workers of America.

Recently this platform has been adopted by the American Association for Health, Physical Education and Recreation and the Society of Recreation Workers of America during their respective Annual Conferences.

Preamble

Recreation is a basic need for living in a democratic society. It may be an organized or a spontaneous activity under governmental, voluntary or private auspices. For the individual recreation may be any wholesome leisure experience engaged in solely for the satisfaction derived therefrom. It includes games and sports, camping, hiking, dancing, picnics, discussion groups, drama, music, arts and crafts and other activities of personal choice. Recreation may be an individual hobby or an experience shared with others. It is man's principal opportunity for enrichment of living.

The present mechanized age and its prospect of increased leisure demands comprehensive planning for recreation. In every community there should be a citizens' recreation council representing all interested groups and, in addition, a board or commission officially responsible for direction of a tax-supported public recreation program. As part of the complete community plan the voluntary and private agencies can provide significant opportunities for individual and group recreation.

The modern community supports education, health, recreation, welfare and related services as essential to the individual and society. The provision of these services is a responsibility of the entire community including public, voluntary, and private agencies.

1. A program of recreation should be provided in every community—rural and urban, and for all people—children, youth and adults.

2. Opportunities and programs for recreation should be available 12 months of the year.

3. The program of recreation should be planned to meet the interests and needs of individuals and groups.

4. Education for the "worthy use of leisure" in homes, schools and other community institutions is essential.

5. Community planning for leisure requires cooperative action of public and voluntary agencies including civic, patriotic, religious, social and other groups which have recreation interests and resources.

6. A recreation plan for the community should result in the fullest use of all resources and be integrated with long-range planning for all other community services.

7. Federal, State and local agencies should correlate, wherever possible, their plans for the planning, acquisition and use of recreation facilities.

8. Recreation facilities, public and private, should be planned on a neighborhood, district and regional basis to provide the maximum opportunities and services for all age groups.

9. Local planning boards, recreation commissions, boards of education and park boards should cooperate in long-range planning for the acquisition, development and use of recreation facilities.

10. Schools should serve, as adequately as possible, the education-recreation needs of pupils and be planned so that they will be efficient centers for community use.

11. Parks should be planned, wherever possible, to include facilities for sports, games and other recreation activities which are suitable for children, youth and adults.

12. Recreation personnel should have professional training and personal qualifications suited to their specific services.

13. Civil service and/or state certification procedures should be adopted to insure the employment of professionally trained and qualified personnel in public recreation programs.

14. Each agency, organization or group which has recreation functions and facilities should employ adequate staffs of qualified personnel to meet its share of the community needs.

(Continued on page 393)

Creative Energy Is Ageless*

By HARRY A. LEVINE
Director and Founder, Hodson Center
New York, N. Y.

THE NEW YORK TIMES for April 3, 1946 carried a modest report of a one-day conference on recreation for older persons—a conference which, though it did not bulk large in the day's news, may yet, within the scope of its limitations, prove historical. Developments from this meeting will in time affect the lives of 10,000,000 people 65 years of age or over, the lives of many more millions of their relatives and friends and, inevitably, the character of our culture. For no civilization can be whole with 10,000,000 idle persons in its midst, even if these are the group we call the aged.

The idleness we speak of is not mere commercial unemployment. It is the more total idleness which includes loneliness, a sense of rejection and of useless living.

Physically, socially, emotionally, many older persons have become burdens to themselves, their relatives, the crowded city, the clinics, and the too few institutions where they apply in desperation for custodial care. And the problems of institutions take on the fantastic nature of Alice's furious race to get nowhere. For with each admission of an older person whose basic difficulty is a feeling of insecurity, incompetence and rejection, there is less room for those who actually need custodial care.

Recent studies of old age are changing many of our commonly accepted concepts. Professor Alexander A. Bogomolets declares in his book, *Prolongation of Life,* that a life span of 50 to 80 years is the result of abnormal conditions, not of a time limit set by nature. He insists that life can be extended to 125-150 years, and that premature old age is caused by social conditions, by cold, hunger and poverty, which weaken the human organism. He points to the rapidly increasing older population in America as evidence of the fact that people live longer in an environment where there is less cold, hunger and poverty. The average age of death in 1800 was 35; in 1890, it was 43; in 1935, 59 for males and 63 for females. Today it is even higher. The proportion of older people has increased 35 percent in the last 20 years. In New York City it has increased 57 percent. There were half a million people of 65 and over in New York City in 1940.

Recent discoveries contradict the common thinking that age is essentially a matter of chronology, and that old age is a period of uselessness, whose problems can be shrugged away with the statement that the older person has lived his life. It is no longer possible for us to dismiss the illnesses of older people as a natural and inevitable part of being old. Such generalizations are a confusion of the symptoms of chronic illness, which is found equally in the younger group, with the more natural manifestations of old age. Actually many of these illnesses can be controlled on an individual basis. Nor can we any longer assume that mental deterioration, any more than physical disability, is characteristic of old age. The truth is, too often, that the older person has been thoughtlessly rejected as too old to do any useful work, to learn, or to participate in the life around him, and that these experiences have helped to destroy his confidence, alertness and abilities.

Beyond Physical Needs

The community has very largely accepted its responsibility for the physical welfare of the older person. However, the need for activity that will give him a feeling of adequacy and accomplishment, of usefulness and belonging; the need for companionship, recreation and understanding; those things that tend to preserve the personality, have been given very little consideration.

The older person comes to us with varying needs, talents, backgrounds and energies. Usually he has a lessening of physical energy; a separation, physical and emotional, from family and friends; and a loss of occupation. These changes need not be confusing or destructive. Our responsibility as social workers is to recognize that they do not affect all older people in the same way and to accept our preventive and developmental task. We need to know that complete senility is rare. We need to speak not of an old person but of an older person. We need to know that a good many of the physical inadequacies of the older person are caused by neglect of his physical and

* Reprinted with permission from *Better Times,* May 10, 1946.

mental well-being. Fear of aging rather than aging itself frequently causes loss in mental and physical function. Creative energy is ageless. Can we, as social workers, be effective in sharing our understanding with the older person or must we let ourselves be overwhelmed by the difficulties?

On the positive side, a lifetime of experience, understanding and skills are ours to channel into programs that will be meaningful and important. The means of channelization are basic and known to all of us. Give the older person something to do that has meaning for him and we give him back some of his inner dignity. Give him an opportunity to express his old skills or to learn new ones and we return to him some of his feeling of adequacy. Let him participate in a program of cultural activity or in a study program where he will follow some latent interest, whether it be the English language or the practice of arts and crafts, and we will be vitalizing his love of living and his joy in accomplishment. Use him in community projects and he has again a healthy sense of belonging in the world.

Whose Responsibility?

An experiment undertaken recently in a local welfare center is illustrative. Our staff had long realized that they were being used by the older people to meet a desperate need for relationship. Equally apparent was the waste of human personality, expressed sometimes in resentful devices for sympathy and attention, at other times in an acceptance of the rejection by society and a consequent gradual withdrawal. We decided to try to meet the needs of these people in a more constructive way.

Now, who is to do it? The purpose of the State is the elevation of human life. The acceptance by the State of this responsibility is an historical evolution. Step by step society has taken to itself the responsibility for public health, public education, public welfare, provision for the care of the defective, the aged, the dependent and the unemployed and, in the area of recreation, the provision of free parks, playgrounds, libraries, concerts and museums. More and more with the higher development of our civilization, the function of the State has come to include education in the healthful use of leisure time and the provision of means for such use.

Recreation for the older person is peculiarly a function of democratic society. In his lifetime the older person has made his contribution. He has given us his energies, his skills and his children. We owe him the possibility of living his later years without unnecessary frustration and rejection. We owe him the opportunity to prolong his usefulness. We owe him the chances to contribute his energies, his experience, and his wisdom to the life around him.

It is this debt we are meeting when we recommend the establishment of recreation centers for older people as a public responsibility. Comparatively little money is needed. We have been able to achieve a great deal in a very short time in the Hodson Center with only one worker and additional part-time teachers on a minimum budget, of which one of the largest items is the provision for coffee, tea and cake every afternoon. We believe that housing projects should provide space for centers for older people, and that the Department of Welfare should cooperate by providing full-time workers for the centers.

The community can participate by developing interested boards of directors who can raise the additional funds necessary to develop a full program. Among the most effective and interested agencies in the city have been the regional councils of social agencies. The Sara Clapp Council of Social Agencies and the Yorkville Civic Council have a combined committee planning the development of a center on the East Side. The Staten Island and the Chelsea Clinton Council is working on the West Side. The National Council of Jewish Women is developing a program of its own among its membership. They have opened a beautiful center at 2828 Broadway and another in White Plains—both non-sectarian.

Many neighborhood settlements have developed programs for the older person. Bronx House has, of course, been outstanding in that respect, but Hartley House, Union Settlement, Hudson Guild, Greenwich House, Henry Street Settlement, Lenox Hill, Recreation Rooms and Colony House have all been working with programs of clubs for older people. Then there is the Community Club in Harlem, and the "L" Club on 34th Street, both of which limit their membership to women. Several churches are lending their premises for activities for older persons. While these clubs are a very important development, a well-planned system of day care centers for the older person, as recommended by Welfare Commissioner Edward E. Rhatigan, in his talk at the conference on recreation for the aged, is a more

(Continued on page 398)

WORLD AT PLAY

Rustic Park

MARTINSVILLE, VIRGINIA announces that its Church Street Park is getting its "face lifted." One of the most attractive features in this park is the rustic shelter which was completed last fall and enjoys year-round use by industrial groups. Completed this spring are nature trails of varying lengths. The main trail is ten miles long and shorter walks are also provided. Wayside seats have been provided and rustic markers are being planned. Other proposed improvements include a council ring, an outdoor oven, an all-weather surfaced area for sports and games.

Camp for Serbians

THERE is a special kind of camp in Libertyville, Illinois—a camp run by the St. Sava Monastery for Serbian children. Boys and girls come from cities in eight states to the monastery grounds. Here they spend three weeks in the out-of-doors, gaining in body and mind and spirit, having the kind of fun and the kind of experience that they have missed in their city lives. An interesting sidelight and a tribute to the project was the fact that younger brothers and sisters coming to visit campers quietly refused to go home!

For Young and Old

THE WAR MEMORIAL YOUTH CENTER opened its doors in Coral Gables, Florida on December 7, 1945. By February, 1946 its membership roster held 200 names. In April the number had increased to 750. Youngsters of all ages found living more interesting and delinquency less fascinating because of the recreation facilities that the Center offered. Now the small white building and its surrounding baseball diamonds, tennis courts and playgrounds—not to mention a concrete patio whose smooth floor provides space for many activities from tap dancing to roller skating — is becoming a recreation home for adults in the community. Space is at a premium just now, so the Center is more than a little crowded. But the whole community is looking forward to the time when a drive for more funds will result in the wherewithal to carry out in detail the whole of the architect's plan of which only part is completed as yet.

Costume Center

THE PARKS and Recreation Department of Salt Lake City, Utah has a costume center for use by playgrounds in putting on programs, plays, and festivals. All costumes are made and repaired at the center. They are used by the public at a very nominal fee. The center is in operation the year round.

Look the Town Over!

STUDENTS in the sociology and biology classes of the Farmington, New Hampshire, high school took a look at their town (population 3095) this spring. They came up with a survey of the community called *Aroun' the Town—A Sociological and Wildlife Survey.* From documents, old newspapers, books, records, letters, conversations with residents, observation, the youngsters in the sociology classes worked out a history of the town's past and present developments down to the number of pieces of mail delivered daily by the postman. The biology students took over the survey of wildlife. Most of their study was the result of research in the out-of-doors and in their laboratory.

National Costume

TO AROUSE more interest in Australia's national day, citizens should adopt a costume to wear at national festivals, contends the Lord Mayor of Melbourne, Australia, Councillor F. R. Connelly. He suggests, for men, shorts, white open-neck shirts with embroidered national emblems, colored knee stockings and a broad-brimmed hat. For women he would like to see a split skirt, white open-neck blouse with emblems, and colored knee stockings.

Nature Laboratory

THE BASEMENT of a playfield playhouse has become a fall, winter and spring nature center in Cincinnati, Ohio. Here are stuffed animals and birds, mineralogical exhibits, Indian implements and arrowheads, live exhibits — including a pair of South American doves. Here youngsters come with their teachers and their lunches for a full day of study and play. Last March the basement was host to 1400 school children.

Summertime in Wilmington, Delaware—Recreation Promotion and Service, Inc. had a large share in providing opportunities for a happy summer for people in Wilmington, Delaware. For boys in Wilmington and New Castle County a baseball school was conducted by members of the Blue Rock team. For the first of five sessions of the school 178 boys turned up.

Two hundred and nine boys entered a marble tournament. It was run on a straight elimination basis.

In June young Delaware artists had a chance to show their works at a two-day Clothes Line Fair. The artists got more than personal satisfaction from seeing "themselves hung." Approximately $2,000 worth of pictures were sold. A commission from each sale helped pay the costs of the Fair. Many of the artists paint only as a hobby.

An Annual Report Extract—From "Play Inventory," Portsmouth, Virginia, 1945: "Boys and girls of high school age and seventh graders were given the opportunity to bowl in groups at the Old Hickory Bowling Alleys three days a week. Much fun was enjoyed by all these groups. Every Wednesday and Thursday after school, bowling for members of the Community Boys' Club was held at these same alleys. The alleys were donated free of charge."

Home Play—A Handful Relay develops fun and can be carried on in a small space. The players are divided into teams of equal number. Teams are arranged in lines — one player behind another. Fifteen clothespins, peanuts or sticks are given to the first player on each team. At the starting signal he puts all of them on the floor in front of the person behind him. That player must pick them all up and place them before the player behind him. Each player must have all the clothespins or other objects in his hands when he passes them. The team that finishes first wins the relay.—From *Freedom for Fun.* Chicago Recreation Commission.

Boosting a New Playground—Lima, Ohio has a number of Booster Clubs. One of them appropriated this year the sum of $500 to buy equipment for a playground newly set up by the city.

Arts and Crafts Show — The settlement houses in Alleghany County, Pennsylvania, presented a combined Arts and Crafts Exposition in Pittsburgh on May 11 and 12. In the afternoon and evening of each day a music, dance and drama program was presented in addition to exhibits of children and adults working on many kinds of arts and crafts projects.

Spring Frolic—Mid-May means an annual spring frolic to many people in Elizabeth, New Jersey. This year, as has been the custom since 1937, the Downtown Community Center in Elizabeth put on a revue program of dancing and singing, skits and instrumental numbers.

Elizabeth has other interesting program features in its Recreation Department. There is, for instance, a concert band of 75 pieces. Players range in age from 17 to 50, rehearse weekly, give concerts at various institutions in the neighborhood, at veterans' hospitals and for civic groups. There are, too, teen-age and veterans' orchestras which rehearse weekly and play for some of the teen-age dances held at the centers.

Austin, Texas to Cleveland, Ohio — The Pioneer Fiddlin' Folk and Square Dance Unit, 35-strong, took part in the National Folk Festival, reestablished this year after a wartime lapse. The dancers and fiddlers developed their program under the leadership of Austin's Recreation Department. The group gave four performances at the Festival. Before they returned to Austin they gave five performances at veterans' hospitals under the auspices of the Cleveland Recreation Department.

Fire Prevention Week—Stop Forest Fires! October 6-12 is Fire Prevention Week. "Carelessness—recklessness cost lives, jobs, homes." During this week—and every week—center your attention on saving lives and time and money by *thinking* before you leave alive any spark. A small live spark may cost you dear. Be sure that it is out. *Dead out!*

Let Music Swell — People who lived in Greensboro, North Carolina, in the summer of 1946 had their own season of summer "Pop" concerts. What's more they provided the music themselves. The Exchange Club

(Continued on page 380)

Conference Reports

Conference on Emergency Housing

THE PROBLEMS of land planning and community protection in the emergency housing program were discussed at a three-day conference in Chicago, May 23-25, 1946. Participants in the conference came from the National Housing Agency, State and local organizations concerned with planning housing and public works, private agencies including the National Recreation Association.

The conference adopted no resolutions and made no effort to reach a formal consensus. It did explore many problems that must be taken into consideration in planning both for the immediate housing emergency and for a long range housing program.

In the matter of planning for recreation in new subdivisions, for instance, there was a discussion of the advisability of requiring the subdivider to reserve parts of his land for recreation purposes. There are, it developed, two definite schools of thought on the matter. Some members of the group felt that it would be unfair to require the owner to donate land for a purpose that should be supported by general taxation. Others argued that the public should not be required to pay for the costs that are a proper part of the cost of the development. Recreation, they felt, is as essential to the value of the neighborhood as the streets and sewers which it is common practice to require developers to install.

Annual Conference of the American Society of Planning Officials

The annual conference of the American Society of Planning Officials was held in New York City, May 6 to 9, 1946. The National Recreation Association joined State and City and private planning organizations in sending representatives to consider some of the problems involved in wise planning for community development.

The conference program was a full one including sections for the discussion of such questions as *State Planning Problems, Public Relations and Citizen Participation, Training of Planners.* An interesting feature of the program was a *Clinic on Planning Problems of Small Towns.*

The final session of the conference related to the planner's job in the present housing emergency and the probable future effect of that emergency upon town growth. Charts for the New York City area showed that new housing is built increasingly outside the city limits and at greater distances from the city. Planners have a real concern for this tendency to build in outlying regions for it presents a threat to plans for the redevelopment of the centers of our cities.

Before the meeting closed the Chairman urged all planners to look ahead and try to foresee unexpected developments. He reminded the delegates that homes should be built to make people happy, and not just to put a roof over their heads.

Industrial Recreation Association

The Industrial Recreation Association held its annual meeting in Chicago's Edgewater Beach Hotel, June 13, 14 and 15, 1946. Talks were given each day by leaders in the field of industrial recreation on such questions as program sponsorship, the noon-hour recreation program, recreation for older employees and their families, finding and training volunteer leadership. One of the highlights of the three-day session was a series of 12 informal conference groups in which any delegate was welcome to join. The subjects for these discussion groups were:

Activities for Employee's Children
Establishing Eligibility Standards
Activities for Women Employees
Recreation for Office Workers
Voluntary Education Courses
Travel
Summer Camps
Flying Clubs
Ideas for Parties and Dances
Music and Shows
Camera Clubs
Picnic Ideas

Canadian Park and Recreation Association Convention, Montreal, July 1-4, 1946

Clarence E. Brewer attended the first national convention of the Canadian Park and Recreation Association, which was held in Montreal in July, to extend fraternal greetings in behalf of the recreation movement in the United States. There were 125 delegates registered.

The new Association is an outgrowth of the Ontario Park and Recreation Association, which was organized in 1936. The Association will act as a clearing house for all matters on parks and recreation; will publish a magazine and provide a bul-

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letin service; will assist in every way possible private and public park and recreation agencies. The magazine, *Recreation Review,* is to be published quarterly. At the present time forty cities in eight provinces have membership in the Canadian Park and Recreation Association.

The 1947 convention will be held in Port Arthur and Port William.

World at Play

(Continued from page 378)

and the Euterpe Club cooperated on arrangements. The people of Greensboro provided the music. They lifted up their voices and sang the old songs that are always favorites—*Oh! Susana* and *My Old Kentucky Home* and *Aunt Dinah's Quilting Party.* The slogan for this community music program was, "Let Us Have a Singing, Smiling, United People."

Finger Painting—The Los Angeles Recreation Department's Weekly Bulletin gives these directions for finger painting. Use a sheet of butcher paper not less than 18″ x 24″. To make the paint, cook a thick laundry starch (without lumps). To each quart of warm starch add one-half cup of soap flakes and stir until dissolved. This clear finger paint will keep indefinitely without spoiling. For color add kalsomine when used. Dark colors are best. When you begin to paint you will need a smooth table top, a large pan of water for wetting the paper (water should be changed often), paper towels or rags for cleaning the hands and containers for the kalsomine colors. Dip the butcher's paper into the water in the large pan and smooth it out on the table top. Put a tablespoon full of clear finger paint on the wet paper and spread it evenly. Sprinkle the kalsomine lightly and spread it over the paper as evenly as you can. With fingers, fists, palm of hand or wrist, create pictures or designs. Work swiftly to obtain distinct outlines, otherwise the paint will soak into the paper. Use a relaxed arm movement. Finger paintings should be placed on floor or another table to dry. If wrinkled when dry they can be ironed.

Education for the Atomic Age

"AMERICAN EDUCATION WEEK is of vital importance in 1946." The period from November 10 through November 16 is set aside to consider the increasing need, in this atomic age, of understanding the whole world and all the interrelations between its several parts; to re-emphasize the fact that in the race between education and destruction education must, somehow, keep ahead.

The general theme for the week is "Education for the Atomic Age," and this has been broken down into seven daily topics as follows:

November 10—Practising Brotherhood
November 11—Building World Security
November 12—Facing New Tasks
November 13—Developing Better Communities
November 14—Strengthening Home Life
November 15—Investing in Education
November 16—Promoting Health and Safety.

The time is long since passed when education was looked upon as the duty and the prerogative of the schoolmen, when all others kept out of posted territory. So it is that recreation departments and churches, libraries and museums, not to mention Mr. and Mrs. John Q. Public, may well be expected to take an active part in marking this week of November 10 to 16 with fitting programs and activities.

The National Education Association, 1201 16 Street, N.W., Washington 6, D. C., has suggestions for organizing to celebrate American Education Week. It has, also, special materials and program helps which are now available for distribution at a nominal cost. Write them for further information.

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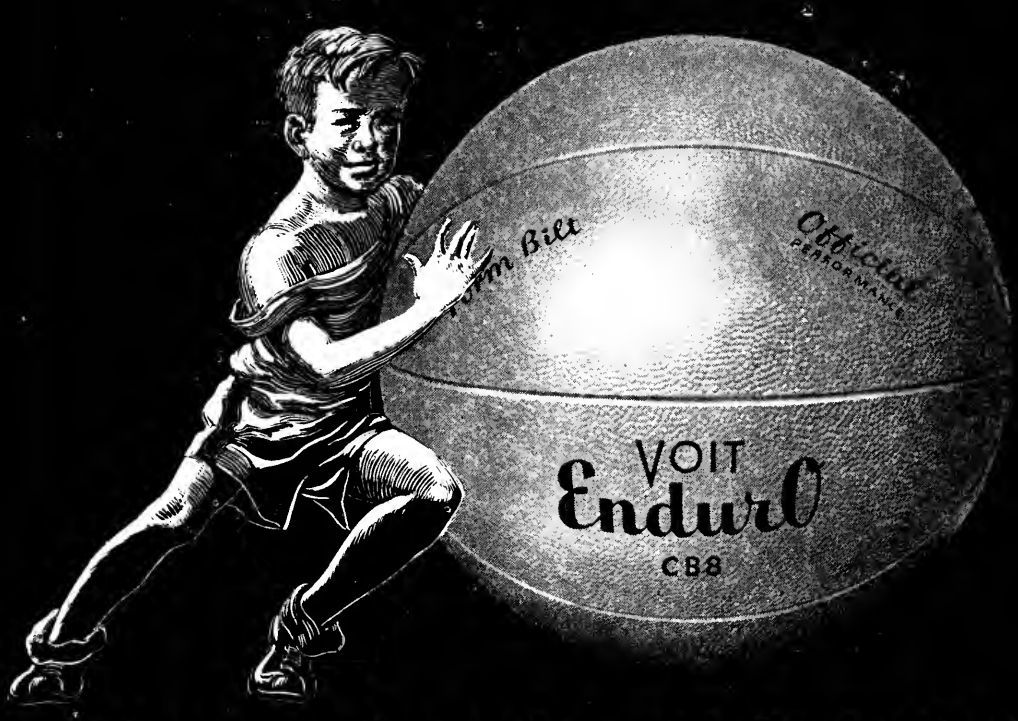

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As Youngsters See It

BOYS AND GIRLS of junior and senior high school age in Tacoma, Washington, recently had a chance to speak their pieces about the city's recreation needs. Hundreds of youngsters in the public and parochial schools entered an essay contest which was judged by members of Puget Sound Toastmasters' Club No. 344. The subject for the essay was the question: "What public recreation facilities do you think should be provided in Tacoma in the next 15 years?"

The majority of the students put in their pleas for a good swimming pool and substantial improvement of the playing fields. Some of the young planners went further in their thinking on the subject. Here are two specimen quotations from prize winning essays which were read over radio station KVI.

"That if Tacoma had teen clubs where all boys and girls of teen-age could go for dancing, singing, refreshments, games and so forth, they would formulate little groups within these centers to help get donations for the community chest and Red Cross. . . . It would give them some place to go on Friday and Saturday nights."

"Tacoma is a growing city which has a natural setting for one of the finest recreational centers on the West Coast. Everyone is seeking places of recreation at a minimum cost. Trained leadership is still lacking, a year around community center should be provided for hobbies, games, and crafts, where parents and children could work and play together."

Charles Peebles

IN THE DEATH OF CHARLES PEEBLES, outstanding civic leader of Hamilton, Ontario, on July 26, 1946, the recreation movement in America lost a strong and devoted friend. His public service for many years was dedicated to the welfare of children, and he served as president of the Hamilton Playgrounds Association for 16 years. He was appointed a life member of the commission in 1935. Since 1933 Mr. Peebles served as an honorary member of the National Recreation Association.

Play Ball

SAN DIEGO'S LARGEST business may be the fishing industry, but not as far as the athletic world goes. Exclusive of a considerable number of service teams from Naval and Marine bases, the Padres, school teams, inter-plant teams and pick-up teams, there are no less than 178 local teams engaged in some form of the game of baseball.

Of course there is no money made in this industry—save for a few odd sheckels collected by passing the hat to pay the hard-working umpires—but enough manpower is engaged in the activity to justify its classification as San Diego's busiest business. Multiply that figure of 178 by the 15-man average found on the roster, add the aforementioned uncounted teams and the thousands of spectators who nightly jam eight municipal softball diamonds, and you've got something any of us would like to have a penny for every one of!

The City Recreation Department office in Civic Center, where a few years back a skeleton crew peacefully maintained the business of providing play for the city, has become a bustling nerve center of activity since the start of this last baseball season. Ralph Smith, Director of Municipal Athletics, has made out schedules for 65 municipal teams in eight leagues, six teams in the County Baseball Managers' loop, and assisted playground supervisors in mapping out the course of some 51 American Legion teams in senior, junior and

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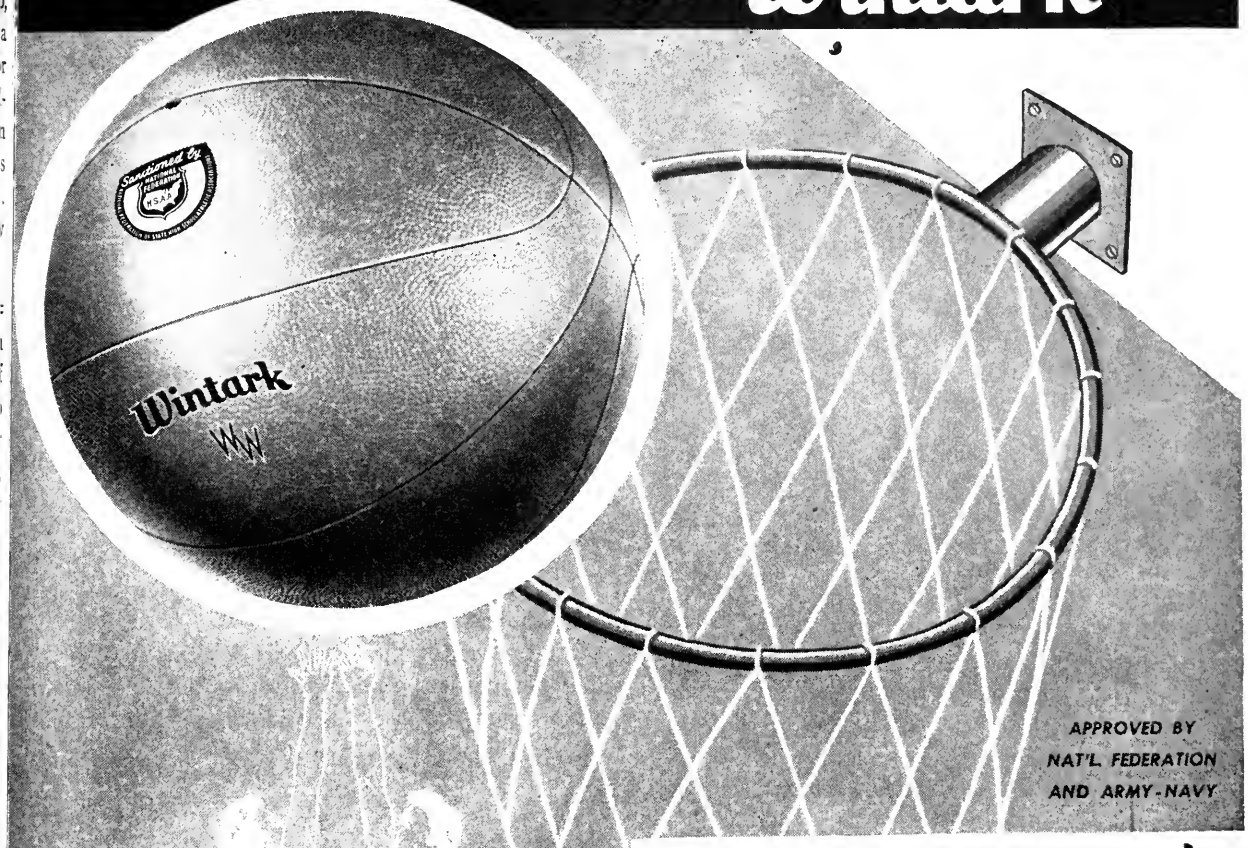

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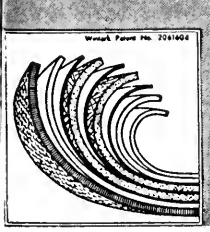

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midget divisions. The playground supervisors are conducting boys' softball leagues in three divisions of the city for 66 teams from elementary school age to the tenth grade.

While the municipal night leagues have thrived for several years in this locality, the increase in the participation of youngsters is tremendous this year. Especially notable is the desire of all to play hardball, which has resulted in the forming of 17 midget teams playing what is accurately described as Junior-Junior American Legion baseball. Hardly larger than the gloves behind which they hide, the midgets are picking up the finer points of the National Pastime at a pace that would gladden the hearts of old-time ball fans.

Even girls' leagues have been formed, a Bay District team from Bayview Terrace having run up an undefeated record that surpasses the record compiled by any of the 178 men's and boys' teams. But right now the gals will have to curb their enthusiasm for a while. There just aren't any more diamonds, playgrounds or even empty lots left in town!

Bureau of Parks Gets Go-Sign

THE MUNICIPAL Bureau of Parks, Recreation and Aviation, Walter Wright, superintendent, has announced its plans for 88 new play areas in Chicago which will be so distributed that every one of the 50 wards will have at least one new unit. The funds for these new areas will use up the balance of the $2,000,000 bond issue, authorized by the voters of Chicago in June 1945.

The 88 locations of new units will be made up of 41 supervised playgrounds, 15 athletic fields and 32 playlots.

Alderman John J. Duffy's subcommittee of the City Council has authorized the Bureau to proceed immediately with the improvement of the sites that are on publicly owned property—either city-owned or vacant Board of Education land. These units will include 8 playgrounds, 4 athletic fields, and 9 playlots. Eighteen school yards will be equipped for recreation.

The remaining 49 sites will be presented to the City Council for authorization for purchase in the near future. It is expected that approval will be forthcoming with little or no opposition.

A Forward Step in Forestry

RECENT ACTION taken by the Virginia General Assembly in providing on-the-ground forestry services to its woodland-owning citizens is worthy of note. By special act of its legislature the State has provided its Forestry Department with an operating budget—$52,800 in this instance—to be used exclusively to assist woodland owners to apply forestry methods in the management of their timber growing properties.

Like many other States, Virginia in the past has endeavored to furnish such services but has been able to do so only on a very limited scale because funds have been too meager and uncertain. The result has been that many landowners who have wished to apply forestry but have lacked the know-how have done little or nothing to improve their woodlands. A similar situation prevails in many other States where on-the-ground service and education for woodland owners rests, as in Virginia, mainly on such assistance as can be obtained through Federal aid under the Norris-Doxey Act. Funds from this source are not only pitifully small

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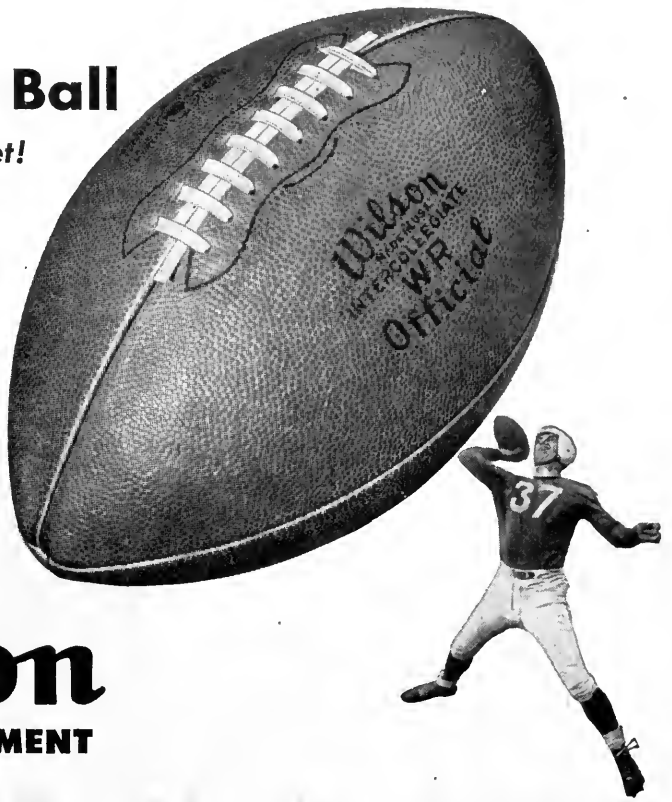

Wilson
FOOTBALL EQUIPMENT

IT'S WILSON TODAY IN SPORTS EQUIPMENT

but the act restricts their application to farm woodlands.

Between the farmer and the large timberland owner financially able to employ foresters, there are in every forested State millions of acres in small woodland tracts owned by people who do not qualify for assistance under the Norris-Doxey Act. The Virginia legislation opens the door for the State Forester to help this middle group of owners to manage and develop its properties by good forestry methods. Furthermore, it enables the State Forester to charge for the services rendered and thereby to spread his assistance over a relatively large amount of forest land now urgently in need of forest management.

Thus Virginia takes forestry out of the clinical or charity stage and gives it an opportunity to establish itself on a practical dollar-and-cents basis. When a landowner can see profit in hand from professional advice and assistance the desirability of the service is quickly apparent. By establishing the service as a State function, Virginia gives recognition to the fact that good forestry is in the public interest, and by making a moderate charge for the services rendered it demonstrates to the landowner that forestry is a vital part of land management. In another direction the legislation is challenging in that it places the State Forester and his men on their metal to show that good forestry will yield greater profit from sustained yield of woodland crops.

In promoting State extension forestry, the Virginia act authorizes the State Forester to give a certain amount of free service in the way of demonstrations of approved forestry principles. Such demonstrations, however, are to be limited to areas of not more than 10 acres each. To this extent the State Forester is permitted to advertise his service to landowners by demonstrating to them without cost how they can profit by better management of their woodlands. This is a technique successfully applied to many commodities and services in other lines of American business.

The Virginia program should succeed. The time is ripe for it and there is a potential demand for it. Its first step to success undoubtedly will be its hardest and most important. This is for the State Forester to obtain a staff of forest technicians espe-

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cially qualified for the type of work they are called upon to do. These men, we believe, will determine the success or failure of the program because upon them will fall the task of making their services worth the cost to landowners. Once qualified men are at work, results should be testimony that forestry as a business can be instilled in landowners by establishing business methods—a field of endeavor which the State hopes eventually to have more largely served by private consultants.

It is well recognized that the greatest need of forestry today is in the hundreds of thousands of small woodland tracts scattered through the nation whose owners know little or nothing about forestry and therefore are doing nothing to maintain and develop timber growing possibilities. Virginia's meeting this need within its own boundaries sets a pattern which it is hoped other States will note and adopt. The success of its program is bound to have a stimulating influence for better forest management both in and out of the State.

—Reprinted by permission from *American Forests.*

Memorial for General Theodore Roosevelt, Jr.

THE READERS OF RECREATION will wish to know about the memorial that is being set up for Brig. Gen. Theodore Roosevelt, Jr. Many remember Gen. Roosevelt's part in the Outdoor Recreation Conference, in the Washington Recreation Congress and his readiness at all times to be of help to the recreation movement.

It is fitting that the memorial to him should take the form of a public library at his home town of Oyster Bay, N. Y. The sum of $150,000 is being raised, part of which will be used to erect a modern fireproof building completely equipped, and the rest used for services to the community. A number of the leaders in the National Recreation Association are serving as members of the Memorial Committee, of which Winthrop W. Aldrich is treasurer.

The Good Things in Life

AS WE SIT HERE on this quiet Sunday afternoon at opposite ends of a radio beam, you and I, it seems almost presumptuous of me to attempt to upset any of your preconceived notions. And yet that's what I'm going to try.

If you were to sketch on a piece of paper your concept of the thing we call "volume production," the picture would probably include sprawling buildings, assembly lines, towering chimneys, railroad yards . . . all the material and mechanical equipment we express in that one dry, dull word—"facilities."

The picture would also include—men!

So this afternoon, let's think of production in terms of some of the other things in life that mean a lot to men. Let's think of production in terms of books and cameras, vegetable gardens and golf courses, baseball diamonds, dancing, and concerts.

Now don't be misled. I'm not going to tell you about happy people at the Ford Motor Company who spend their days indulging in sports and hobbies with only a short pause now and then to turn out a car.

Not at all!

But, I do want to tell you about the Recreation Department at Ford; for it is far different in concept from the old-fashioned idea of a company-sponsored recreation program. It represents a new and vigorous phase of the "human relations" that we hear so much about these days.

Sports and Recreation FILMS

Nearly a hundred selected sports and recreation films to improve your programs! A great variety of entertainment films is also available from our comprehensive library of over 1500 motion pictures, at low rental, service charge and FREE.

PLAY VOLLEYBALL, 2-reel instructional film on the fundamentals of this popular sport, Rental $3.00.

PLAY BALL, SON! 2-reel teaching film on baseball, with Joe Cronin and a group of experienced young players, Rental $3.00.

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ADVANCED SWIMMING
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BIG TRAINS ROLLING, 2 reels, in COLOR, an interesting rail trip by a group of youngsters, **and many others.**

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The Recreation Department at Ford does not high-pressure Ford people into regulated, extra-curricular activities. It doesn't in any way impose itself on the people.

No, the Ford Recreation Department acts, instead, as an agency through which the Ford people may organize any teams, clubs, competitions and tournaments they desire. It assists them in getting the special instructors and coaches, referees and umpires they may want. It makes available plots of plowed land for employee gardens, and gives expert guidance in gardening. If a group in any plant or department wants to have a dance, an excursion, an outing . . . the Recreation Department is there with the personnel and facilities to help the men and women themselves arrange it.

Through the Recreation Department, the men and women of Ford have built or obtained the use of rifle and archery ranges, tennis courts, bowling alleys, golf courses, softball fields, swimming pools and baseball diamonds, as well as many other community facilities.

Today, thousands of Ford people are working through the Recreation Department to develop their hobbies, which cover scores of different social, athletic and cultural pursuits—from picnics to flying clubs, from badminton to boating, from chess to camera clubs and choral groups. They're participating in a new, self-starting, self-sustaining kind of fun.

This self-starter recreation is catching hold for a very simple reason. It belongs to the individuals themselves. As one man put it: "I don't want any gift-horses in my stable. Whether I work at Ford or anywhere else, I'm working so I can have the things I want in life. But I don't want anyone to give them to me outright. I just want a fair chance to develop my interests myself."

The Ford Motor Company is giving its employees that chance. For they believe that if men and women have an opportunity to build something for themselves while they're building cars for you, they'll do a better job for both you and themselves.

And so, production is a matter of books and cameras, vegetable gardens, golf courses, baseball diamonds, dancing, chessmen and concerts. For these are some of the good things in life for which men work. And upon man's work, production depends.—*Knox Manning.*

ED. NOTE: *The Good Things in Life* was the intermission talk on the Ford Festival of American Music broadcast, July 7, 1946, over the ABC network. It is published here through the courtesy of the Ford Motor Company, Dearborn, Michigan.

Children's Theater—1945

THE SECOND FULL YEAR and the third season of the Children's Theater of the Recreation Department was concluded in 1945.

The business of play producing, with its duties of acting in one play, being stage manager in another, and head of the lighting crew in a third, had in 1945 developed into a routine for the children which made the theater an accepted part of their lives. Further, the Children's Theater with its 50-60 members became, to a much greater degree than heretofore, one of the recognized cultural institutions in Austin.

The yearly production schedule as set by the Department at the inception of the theater is three public admission performances, with other appearances at logical intervals.

The first production date in 1945 was on January 19 and 20 when three plays were produced for the general public. The next production was given on May 4 and 5, with a matinee performance for children being initiated at this time. The last official date of the year was in December when a matinee and two evening performances were given in the University Junior High Auditorium.

In addition to the paid performances, the Children's Theater played an interesting and worthwhile part in the success of the summer playground community night programs. At the beginning of the summer season, a schedule of ten performances on the playgrounds was compiled by the playground supervisor and followed faithfully by the group. The benefits, of course, were twofold. The children were presented to large audiences in every section of the city and additional entertainment for spectator enjoyment was provided on the playgrounds. A play by the theater is a standard feature of the schedule of sing-song variety show programs at Zilker Springs. The 1945 performances before several thousand people were great hits.

Other special performances given by the children in 1945 included plays for the Austin Exchange Club, the University of Texas Department of Drama, the story hour at the Austin Public Library, and the Central Council sponsored community picnic. Audiences for the year included approximately 9,000 people.

The constitution of the Children's Theater of the Austin Recreation Department states that "any child who is not younger than 8 years of age and older than 15 may become a probationary member." After appearing in one show in any capacity, such a person, having a sincere interest in the theater, is voted into full membership. Officer personnel consists of a president, vice-president, secretary, and business manager who, with members-at-large representing each ten members, compose the official board.

—From *Annual Report, 1945,* Recreation Department, Austin, Texas.

A Progress Report on Membership

(Continued from page 358)

Book of the National Recreation Association reports some four thousand full-time, year-round professional workers, almost all of whom are with municipal and county recreation departments. At least as many more must be engaged in other agencies such as those enumerated above. There is a real challenge ahead for the Society to attain its first objective.

This brief report would not be complete without mentioning the very real teamwork that has distributed the load that is entailed in handling the membership work of the Society. The officers, the membership committee, State membership chairmen, and officers of affiliated organizations have all pitched in to share their portion in expediting the business. The National Recreation Association has been most helpful in relation to magazine subscriptions and especially generous in arranging for a booth at the Recreation Congress.

When we realize that all of the work in the Society is done by members on a volunteer basis, it seems fair to say that a solid foundation has been built. Its future depends upon all of us.

Your Own Music for the Asking

(Continued from page 356)

she did not come. A week later she wrote the librarian, "I've just won the Metropolitan Opera Auditions of the Air, after singing the 'Flower Song.' Thanks to your records."

On the other extreme there is the boy in uniform who spent hour after hour leaning over a tavern juke box in Long Beach, California, playing Schubert's *Ave Maria.* Finally the waitress asked, "Why don't you go over to the public library, Bill? They've got lots of records you can listen to."

Bill went. To the sympathetic librarian he confided that he was a veteran of the Guadalcanal campaign and, still suffering from combat fatigue,

was under hospital treatment at a nearby Marine base. Under her guidance, he listened for hours to Schubert's symphonies and Verdi's operas. After three months of this informal music therapy, he told her exultantly, "The medics tell me I'm well enough for a discharge. I say the credit goes to the records—and to you."

Even bobby-soxers have their spot—in the Collegiate room in the Milwaukee library, which caters to teen-agers only. Favorite selections are the music played by Xavier Cugat and Count Basie and the music of George Gershwin.

Tourists come into many West Coast libraries, before going to Mexico or Latin America, seeking Spanish linguaphone records. Soldiers spend their leave listening to music instead of painting the town. A Scoutmaster comes in looking for square dance music "with calls." A woman sheet-metal worker declares, "I want some Stravinsky. The noises in the shop have made me like his music."

Surprisingly, librarians everywhere report that men greatly outnumber women as listeners and borrowers. In most libraries they make up more than 70 percent of the circulation, despite the reputation women have acquired as concert-goers and music lovers. Further, men prefer the "strong stuff" — symphonies, operas, concertos — while women want light operas and songs.

Many business men come to the library for a moment of relaxation and repose. One bank executive living in a New York suburb stops every morning to hear a symphony before going to the bank. A busy doctor comes in sometimes just before closing time at 9 P. M. "Give me some Mozart," he requests. "It's the only thing that helps me to relax." A middle-aged man comes every Tuesday night with his entire family. "I want them to get the habit," he explains.

The movies have a distinct influence on borrowing. After the showing of *A Song to Remember,* many libraries reported a run on Chopin's music. Most people place Tschaikovsky first as a composer, but there is a healthy interest in such moderns as Shostakovich, Schoenberg and Prokofieff. Beethoven's *Emperor* is the most popular piano concerto, with Tschaikovsky and Grieg competing for second.

On the whole, librarians find that people are more careful of records than of books, return them more promptly and treat them with greater respect. Rarely do they disappear. Only one library reports a serious theft: a philharmonic pilferer removed several albums of Beethoven, Tschaikovsky and Strauss, then a few weeks later "replaced" them with Liszt and Wagner.

Thanks largely to the radio, the American public today has become more music-minded than in any period of our history. And it is the crusading goal of librarians the country over to make that interest a rich and permanent part of the life of every community.

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A Study in Values

THERE ARE 25 nationalities represented among the pupils of the Central Junior High School in Los Angeles, California. Faculty members have been selected for their international background and what that can mean to the student body. Fellowship and understanding walk the halls and mix freely with the mingling of Anglo-Americans, Chinese-Americans, Japanese-Americans, Italian-Americans and many another hyphenated citizen-to-be.

With such a background it is not, perhaps, surprising that here in the Central Junior High School an act of creation took place which is already having and is destined to continue to have far-reaching influence on the boys and girls who are—in a very real sense—a part of it. The creator is the Danish artist, stage designer and illustrator Key Neilsen. The creation is his mural. The artist settled in California at the time when he designed the stage sets for *Everyman,* produced in the Hollywood Bowl in 1936. He is working on the murals in the Central Junior High School because of a little girl who was born and lived and died in Los Angeles. She had a way of going about her work and her play which brought joy to all who knew her—young or old, poor or rich. After her death Filippa Pollia lived on in the minds of all her friends. Her father, seeking to keep alive the spirit of her living, established a foundation in her name and to her memory. The Filippa Pollia Foundation gives financial aid to certain carefully chosen children who need it to overcome an adverse circumstance which might prevent or delay the development of an especially promising career. It has established a storytelling program—because Filippa was never so happy as when her father was telling her stories. The murals that Key Neilsen is working on are being made possible by this same Foundation.

His mural covers the entire wall of the school library. The students in the school chose the subject. They saw it in every stage from the first sketch to the completed picture. Many of them watched at the open windows of the library after school was out and offered suggestions to Neilsen as he worked on it. The story goes that one boy begged the artist to hurry up and finish it before he graduated. So the youngsters feel that the mural is really theirs.

The mural does not show the wartime clash of military forces nor does it tell the history of California. It is far from "clanging machinery pistons, dials and wheels with the taut muscles of labor." It tells instead the eternal value of the out-of-doors and growing things. It refreshes the spirit with its harmony of color and fine drawing. It sets in paint the themes set to music by Haydn in his *Creation,* for much of it is inspired by Neilsen's boyhood memories of hearing "The Heavens Are Telling" and "With Verdure Clad" from that great choral work. It translates into paint the first chapter of *Genesis*:

> And God made the beast of the earth after his kind; and cattle after their kind; and everything that creepeth upon the earth after his kind; and God saw that it was good.

Good citizenship and fine men and women are the result of such inspiration as lives on the walls of the Central Junior High School. Murals painted by fine artists are cheaper ways of getting this result than is the more common method of having to make over young people and even adults because of the lack of inspiration and leadership in the formative periods of life. The imagination—if one is young—is easily aroused to things worthwhile and constructive.—*Philip L. Seman, Ph.D.*

Build Your

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Friendly Groups of Well-Planned Neighborhoods

(Continued from page 372)

need for good design and careful control of new development which will occur in large quantities on the now vacant lands remaining within the city. He said that the same principles of modern city planning should be applied in the rebuilding of the blighted areas and that the public and private efforts devoted to the building of new homes must conform to good standards of design to assure better utility of the land and more attractiveness in the appearance of the completed new neighborhoods. The streets upon which people live should be laid out to discourage fast-moving traffic through neighborhood areas. He made it clear that the real purpose of the expansive network of expressways is to take fast, through-moving traffic off the local street system. Consequently the residential areas will become quieter and safer places in which to live. One of the greatest objections to big-city living is the traffic hazard to small children. This factor was predominant in the considerations of the Commission in the preparation of its plan. Thus, said Mr. Mellinger:

"All advantages of the large metropolis would be retained in the coordinated, planned city. The central business district, for example, will remain as the central retail area and amusement district, and it would be there that many of the activities of the entire metropolitan area and great midwest territory will be focused. The city's many cultural institutions, its schools of higher learning, its museums, libraries, and the like, would continue to serve the entire Chicago area and its many visitors. The county's forest preserve, together with the city's large parks, boulevards, and improved transportation facilities would be no less accessible to all of the 'big-city—small-own' dwellers. There would, of course, continue to be a single municipal government to supply uniform public services."

Describing the various elements of the plan and the tremendous benefits which the people will realize from the completed improvements, Mr. Mellinger continued to emphasize that the local areas are the starting point and foundation of a well planned city:

"From each neighborhood and community must come the teamwork of the people with the public officials in making possible these plans for a more modern, more comfortable, and more efficient Chicago. The Commission expects, within a very short time, to present officially these detailed plans to the City Council as a supplement to the various reports on major phases of the physical and economic life of the city."

During the coming year, Mr. Mellinger believes that the Commission can complete the major phases of the plan in order that Chicago will have a comprehensive city plan framework within which to develop its many public works and the housing of its people in an orderly and progressive manner.

—Reprinted from *The American City*, February 1946.

Success Story

(Continued from page 357)

7:00 Dancing and Reading Rooms Open
7:00 Game Room Open
7:00 Boxing Class

SATURDAY MORNING

Rooms available to boys and girls 13 years of age and under

9:00 to 9:30 Knitting Classes
9:00 to 9:50 Storytelling, ages 6 to 9
9:50 to 10:20 Folk Dancing, 6 to 9
10:20 to 12:00 Activities for ages 10 and over
Dramatic Club
Verse Choir
Folk Dancing
Storytelling
Model Crafts Classes
Bead Craft
Art Classes
Model Airplane
Weaving
Table Games
Active Games

The Community Center schedule operates daily from 3:00 until 5:00 in the afternoon and from 7:00 until 10:00 in the evening.

The program is working. It has proven its worth to the citizens of Montpelier. At the city meeting in March, 1946 the people of the town voted to continue year-round recreation.

Now municipal recreation is administered by the Recreation Committee whose members are appointed by the Mayor and serve for one year. The Committee and the Superintendent look hopefully toward a near future when a Recreation Board will be organized.

Music as Recreation

(Continued from page 353)

cago cannot be overestimated. Good music is being brought directly into the lives of many, many persons who have had their music only over the radio or from the movie sound tracks. They are, for the first time, realizing that people make up choruses

and orchestras, that singing is fun to listen to, and that it is fun to sing.

Wider opportunity is given to everyone who enjoys music and who wants to have more of it enrich his life. This value is important, must be important. Not long ago a hard-headed business man, a patron of the Chicago Symphony Orchestra, the Civic Opera, Ravinia Park concerts and many other musical events said to Carrington, "Your Association is doing the best job for music in Chicago. If you ever need money in a crisis come to me."

Such an attitude in such a man amazes me a little, but it also makes me realize clearly what Shakespeare was getting at when he wrote:

The man that hath no music in himself,
Nor is not moved with concord of sweet sounds,
Is fit for treasons, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus,
Let no such man be trusted.

The Old-Time Dance Festival

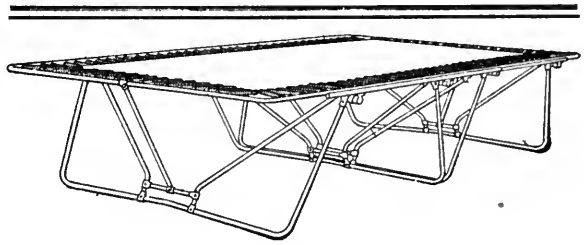
(Continued from page 371)

the Northland Folkdance Club, in Scandinavian peasant costumes, were judged best-outfitted. The largest exhibition group was from the Spokane grade schools which had more than 100 children on the floor in the "Sicilian Circle" and "Two Ladies Cross Over." An unusual group was made up of soldiers from Geiger field and the U.S.O., mostly eastern men, who demonstrated the "Narcissus" and a medley of square dances.

The exhibition groups won generous applause. The names they had chosen—Wheat Haulers, Do Si Do, Friday Nite Frolickers, Merry Makers, Polka and Schottische, Wing Dingers, Quadrille Club, Friday Nite Gang, Sons of Norway, Swingsters Club, Gavotte, Polkateers, Slip and Slide, Spokane Valley Hoppers, Mountain Mixers, Boomps-a-Daisy, Dance Set, Swingaroo Club, for examples—spoke of the past and the future mingling in the dance.

When the exhibition groups left the floor, the audience took over and old hands at square dancing and the many who were eager to learn joined with enthusiasm and good fellowship in the dancing.

Because of the unexpectedly great success of the event, plans are being laid to hold festivals several times a year. A Park Department plan is to have outdoor dance festivals during the summer months. Admission to these affairs is free with the Park Department covering expenses.



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Recreation—An Essential Community Service

(Continued from page 374)

15. Professional associations and societies on natioanl, State and local levels should cooperate in establishing and improving professional standards and in achieving the objectives of recreation.

16. Every State should create necessary and appropriate enabling legislation which permits every community to plan, finance and administer an adequate public recreation program.

17. Public recreation programs should be financed by tax funds under a department of the local government.

18. Adequate financial support for the recreation services rendered by voluntary agencies should be provided by contributions.

19. A fundamental and continuing obligation of all responsible agencies is to develop a public awareness of the social significance of recreation by interpreting its needs, services and opportunities.

20. Recreation services, actual and potential, should be evaluated continuously in terms of their contributions toward enriching individual and community life.

Is There a Naturalist in the Community?

(Continued from page 363)

planning a hike for next Tuesday. Can you go with us?"

He not only can go but he will come in before that time to help work out details for the trip.

In addition to field trips, there are talks in school assemblies illustrated by slides and pictures; there are exhibits of specimens in cases placed in school corridors or libraries; there are talks or demonstrations of mounting specimens for groups on the playground. In art classes, English classes, and school shops can be found evidence that the interest of the children in nature has permeated the whole school program. Birds and flowers are painted and written about. Bird houses and display cases are made. Exhibits are set up. Beside the exhibit, several books on the subject may be displayed invitingly. They are all well worn from many readings.

A Program That Perpetuates Itself

Though the program began as the result of one person's interest, its continuance is by no means dependent on any one person. Other nature lovers have rallied round to participate and to furnish additional leadership. The boys and girls themselves have developed into leaders who can carry on with a minimum of adult help. The community supports the program not only by expressions of faith in its value but also by generous appropriations from tax funds. The museum for which $25,000 has been appropriated will undoubtedly add prestige to the program locally and attract attention of other communities. It is doubtful whether it will mean more in the lives of the young people than the little whitewashed cabin in the park where they now mount their specimens and enjoy sociability.

This recreation program which has touched so many young people and influenced their lives so deeply requires no elaborate facilities and no great expenditure of money. Its habitat is the great out-of-doors; its supplies, the bounties of nature which replenish themselves with unfailing regularity; its leadership, those enthusiasts which such a program naturally develops.

A Case for the Amateur

(Continued from page 361)

while other people possessed of the same faculties let their talents sleep.

The amateur should have an idea of perfection, which he often gets from the expert. The fact that the attainment of perfection is beyond his power need not discourage him. After all, perfection is relative. It is, indeed, unattainable. That is what makes it perfection. It is that elusive thing, just beyond. The master is conscious of possibilities of perfection above what he has attained. So with the amateur. As long as he has the idea of perfection, displayed to him by the expert, to aim at, he can find joy in his aim. And oh, those rare moments, when in some brief passage, or in a bar of melody, or in rounded meter, he feels that he has touched the goal! This is reward enough. He is changed for evermore because he has discovered in himself something of the ideal. He has felt his own power, his own closeness to a great art. It has claimed him for its own, and placed upon his brow the accolade of its blessing.

Poetry is intellectual expression colored with emotion. It is the union of knowledge, music, and language. Knowledge supplies the idea which sings in the poet's mind and for which he finds rhythmic words. The development of the idea, its musical connotation, and the construction of the language vehicle to convey the idea musically, offer the poet the creative joy of his art. Poetry is primarily for the poet. He gets out of it what he puts into it. It represents constructive effort bearing its own reward. The consumer aspect of poetry is first in the pleasure the poet himself enjoys. A secondary feature is the pleasure others may get as readers or audience.

The poet translates the silent language of events of life and of nature into the music of spoken language. Poetry itself is not translatable. Vibrant poetry is the product of enthusiasm for life. Poetry lends itself also as a trellis upon which to hang mirth and fancy interpreted in song.

All this is my excuse for writing verse, as also for the multitude of other things I do which many another may do better than I. But I yield to no one in the joy my lyric efforts win for me. Above this is my consciousness of obligation to those experts who have set standards of beauty and of excellence toward which I can aspire. This is true of baseball, of surgery, of nursing, of poetry, and

of the many other fields in which I have both approached the goal and fallen short, for the pleasure has resided in the effort.

Hobby Shops as Creative Play

(Continued from page 367)

planning. Interested bystanders could often be drafted into cutting and pasting scrapbooks and thus become one with the group, if only for an hour.

The use of student help may not have always netted the most effective art instruction, but the activity went forward and helpers and helped alike gained in social understanding. And at the expense of being trite, let me reiterate, though we aim for a high quality of endeavor, our chief goal is to give momentary satisfaction in creative play, to give new measuring sticks for the evaluation of future living, and to give an introduction to skills and techniques and thus provide a tool for future self-diversion.

House of Make Believe: San Diego Playgrounds on the Air

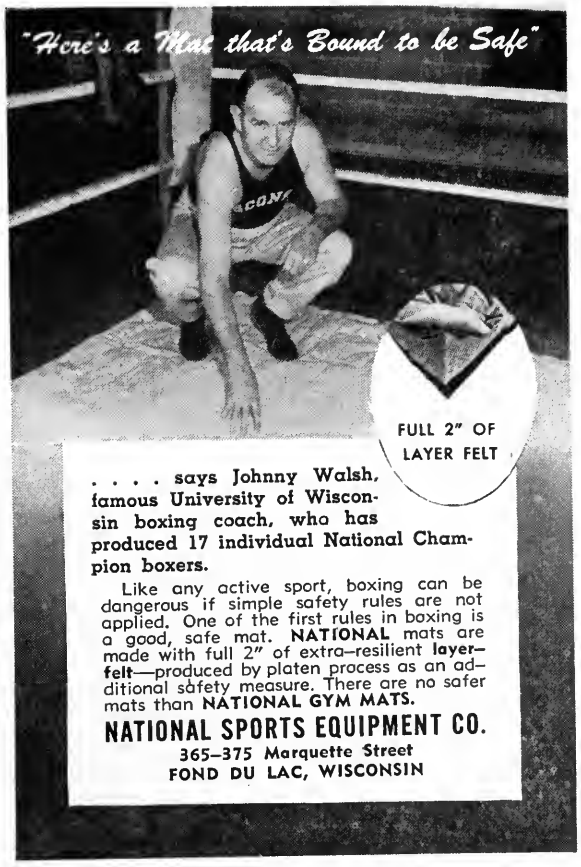
(Continued from page 370)

A comparatively novel adventure in recreation work, the radio show had an origin typical of the way important and good things get started. Back in 1943 a youngster named Bill Denton was confined to his bed and contracted a yen for self-expression that sought its outlet in writing letters to public officials from the President down. One of these letters, in which the suggestion was dropped that a radio show just for the children be created, found its way to the Mayor of San Diego. The Mayor, a progressive executive, passed the suggestion on to officials of the Recreation Department, who in turn hired a staff member to carry it out.

Looking around for an idea for the first script, the director hit upon an appropriate theme. Bill Denton appeared on the program along with the Mayor and the origin of the program was acted out in a skit that sent the show off to a good start. Skits on current topics; historical, fairy-tale and whimsical themes; holiday pageants and the like soon became punctuated with variety shows with accomplished juvenile performers appearing between a running script. Later on a teen-age orchestra appeared, and every few weeks the show would be turned over to the jive element to whose requirements dialogue and dramatic material were specially tailored. It was discovered early that interviews and talks by adults cramped the style of the young radio fans—unless of course a movie star or famous athlete appeared.

Always the taste of the youngsters has been a primary consideration. The director has had a rare education in the mind of youth and his willingness to take suggestions has kept the program flexible and creative, adaptable to the impulsive, changeable, enhusiastic mood of small fry.

The show has been going on for three years now and continues to grow apace. Hundreds of local youngsters whose parents have never been near a mike have been heard over the air. Some of them have been so entranced with the atmosphere of the air waves that they have determined to choose radio work as a life vocation. Others have returned to their English classes considerably more attentive. Many have found themselves in dramatics, using their radio training as a springboard for starring roles in school plays. But all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of them have had a lot of fun in the *House of Make Believe* and all have been a party to the thrill of a lifetime when a hush goes over the studio and the show is on the air.

Poetry for Fun

(Continued from page 354)

led by a few judicious questions or hints to point out bad examples for themselves.

Results

If you could see some of those posters carefully hoarded for the record, there would be no question in your mind as to whether these children like poetry. Their selections are too sensitive, too apt to the illustrations, to have been selected by dislikers of poetry. Nor are the quotations the careless choice of the lazy or the eager-to-be-rid-of-a-chore variety. Pleasure and excitement and interest have joined intelligence and awareness to make *the* right selection. And, incidentally, a very great deal of poetry has been read in the process of looking for selections like the two examples that follow.

On one occasion the library staff member drew pastel pictures of tiny bugs dressed in their finest regalia representing a beetle wedding. Characters included the minister, bride and groom, best man and maid of honor. The poem which the children selected for this picture is *The Little Green Orchard* by Walter de la Mare:

"Someone is always sitting there,
"In the little green orchard . . .

"I have heard voices calling softly
"In the little green orchard."

Another sheet was decorated with toadstool houses (complete with chimneys) and the little people (bug people!) who inhabit them. The children's poetry-reading led them to select *Toadstool Town* by Rachel Field to illustrate this picture. Here it is:

"At the end of the old fir wood
"From the tufted green and brown
"Of moss and fern—have you seen
"The spires of Toadstool Town?"

"Have you watched the faint smoke mount
"From those pointed roofs and gay?
"Have you marked how they clustered peak on peak
"And found them gone next day?"

The children are definitely proprietary about the exhibits. They bring in their friends and point with excited pride to this or that poster. "That's the one I made," they say. Or "I picked out the verse for that one." And then the friends crowd around the desk wanting to know when they can come and "make" a poster.

Each exhibit stays in place for a month—long enough for all the children to enjoy it, not too long to become "flat, stale and unprofitable." When it is taken down it may be sent to one of the elementary schools in the neighborhood so that other children may see the kind of thing the library offers them and may see poetry in a new and interesting aspect—as fun, not a "lesson." Or, the exhibit may be sent to the library's special story hour room in the out-patient department of one of New York's hospitals. Here children come to the allergy clinic and here, each week, one of the librarians from the 67th Street Branch tells stories to the little patients awaiting examination or treatment. The doctors have provided the library with an instrument case whose glass enclosed shelves make a fine display case for book exhibits. Children and their parents who come from all over the country to this clinic find pleasure in the book exhibits and the display of rhyme sheets, and many a parent has learned to his satisfaction what kind of reading matter librarians trained in such choices think best for youngsters.

Other Activities

This branch of the New York Public Library is a-hum with other ways to fill the lives of young patrons with the adventures that live through books. There are, for example, 12 elementary schools in the district served by the library. Each of these schools is scheduled for special library service—book talks—for at least one hour a week. For youngsters in grades one to three the emphasis is upon picture books and told stories. Older children learn about books in their range of reading ability and about how they can use a library. The class groups come, for their library talks, to the library building so that there will be an air of informality instead of the classroom atmosphere.

In addition there is a general story hour in the library once a week and special story hours on regular holidays and on the birthdays of special people who are leaders in the field of children's literature. On Saturday mornings there is a picture book hour for the youngsters who have not yet learned to read.

When June brings the end of school and the opening of the playgrounds the librarians take their treasure of stories out-of-doors. Each playground has its story hour once a week.

Junior Foresters

(Continued from page 360)

tions from their enthusiastic sponsors: Kiwanis Clubs, Garden Clubs, Merchants' Associations, P.T.A. groups, and other organizations and individuals. A licensed arborist—member of the Shade Tree Conference—donated $20 in cash to one of the clubs for a purchase of Moline elms, and later gave them two five-foot spruces to complete their landscape plan.

In another case a merchants' club sponsored Junior Foresters in a neighborhood school where the ground was bare and only a few scraggly Chinese elms were scattered around in the parkway. A donation of $25 was made for which the Juniors purchased American elms and planted them, properly spaced, all around the school. The ground was worked over and seeded to grass. Flowers were planted in suitable spots, and within a few months such a transformation took place that many people could hardly recognize it as the same place. The school children were happy about it, the patrons thought it was wonderful, and the sponsoring merchants boasted that that was the best investment they ever made. "There was always a lot of vandalism in this neighborhood, especially broken branches and bruised bark on trees," commented the Secretary, "but now we seldom see any damage of this kind. We want one additional school organized every year until this entire section of the city is covered. And we have a check for every school." Home beautification, in this particular area, was conspicuous by its absence, but the Junior Foresters were instrumental, in many cases, in turning ugly tin can, ash, and rubbish heap spots into beautiful lawns and flower beds.

A couple of civic-minded individuals have donated $100 every year to use for tree-essay contest prizes, to purchase books and tools for the clubs, and otherwise help them to carry on their projects successfully.

The patrons of one of the high schools were inspired to collect around $3,000 and spend it for landscaping the school campus.

These are just a few of many cases showing the practical value of the Junior Foresters' work, and its popular and enthusiastic acceptance by the public.

No Time for Trouble

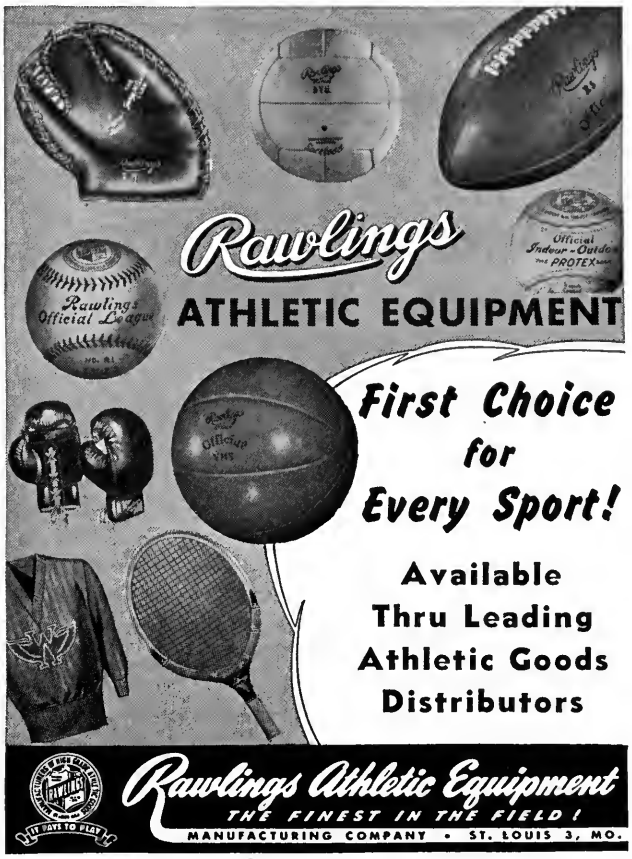
There is another important feature that results from this project.

We all agree that an individual who loves trees is a good person. Nature study in general helps to bring out and cultivate the finer human qualities. This is being amply demonstrated among the Junior Foresters in Omaha. The parents happily testify that something happened to Junior since he (or she) became a Forester. "They are so interested in trees and so full of projects that they just don't have time to get into trouble," commented one of the principals.

It may be mentioned that requests for information about Junior Foresters came from several cities of the Middle West, from the State Forester in Virginia, and recently from a Khan in India. *The Christian Science Monitor* published an illustrated article written by a former teacher in Omaha.

The Omaha World Herald has been an enthusiastic booster of the Junior Foresters ever since they were organized. It has given much valuable publicity about their program and activities and in other ways helps to encourage and promote this project.

Much more can be said about this subject but the article would be too long. We shall be glad to furnish more information upon request.



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WORKING IN LEATHER, by Margaret Ickis..... 1.00
PRACTICAL HOME DECORATING, by Eleanor Lee... 1.00
FUNDAMENTALS OF WOODWORKING, by Harry C. Helfman..... 1.00
HOUSE OF LITTLE BOOKS
80 East 11th Street New York 3, N. Y.

Creative Energy is Ageless

(Continued from page 376)

solid answer, with which we should be very largely concerned.

Interest in the program has been manifested by inquiries throughout the country, and it is hoped that a national foundation will be developed to stimulate the establishment of these centers, to combine the active forces interested in the problems of the older person, to make available the newer knowledge in the field, to encourage research, to stimulate schools of social work to meet the need for leadership, and to coordinate the activities and programs of the centers.

A Navy S. O. S.

(Continued from page 369)

reation in recreation centers and gymnasiums has produced a fine spirit of camaraderie and cooperation between the men and women in and out of uniform.

Texarkana, U.S.A.

(Continued from page 368)

Among the leaders in the planning for the establishment of a public recreation department was the Junior Chamber of Commerce, another out-of-the-ordinary group, as its members are all affiliated with both the Arkansas and Texas State organizations. They are a live-wire group of young men, who saw the need readily for this public service and set about the business of instigating action on a sound basis and with cooperative success held foremost in their minds. They did not start the ball rolling, and then stand by to watch it roll. Members of the organization are serving on the Commission, they are contributing to the procurement fund for recreation equipment and supplies. Individual members are giving freely of their time as volunteer recreation leaders. The organization is lending its wholehearted support to the program. Likewise the service and business and professional clubs of the city are supporting the program and cooperating fully as organized groups of citizens representing both sides of the State line.

Volunteers Take a Hand

Through the Volunteer Service Bureau of the Community Service Council, an organization has been set up to secure volunteers and to train and assign them to their various administrative and leadership jobs in the Recreation Department. At the establishment of the department there are 37 leaders doing volunteer service through this organization with the Recreation Department. Their duties include secretarial services in the Recreation Department office, establishment of educational programs for recreation in the community, Recreation Department publicity, establishment of neighborhood advisory councils and general playground leadership. This volunteer organization is affiliated with the National Volunteer Service Council.

A volunteer association of Negro recreation leaders has been organized and is assisting in the recreation program at the four Negro recreation centers in the city under the direction of a paid recreation supervisor, who is a member of the Recreation Department staff.

The citizens of this city are to be commended for transforming what might have been a crippling scar on its character into a beauty spot. For here is being set an example of good neighborliness that might well be followed by other cities and our State and county governments.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, July-August 1946
Michigan Providing for Public Recreation, Helen H. Lee
A Survey on Park Salaries
Nature Appreciation for Our Future Citizens, Mildred J. Ericson
Historical Background of Recreation in America, L. H. Weir
The Maintenance Mart

Beach and Pool, June 1946
An Example of Operating Cost, John C. Wlodyka
Factors to Consider When Planning the Community Pool

The Nation's Schools, August 1946
Youth Center, A School-Community Project, R. O. Borreson
What About Camp-Schools?

Children's Religion, September 1946
Resources in the Community, Marcia A. Everett
I Wish I Had a Story, Jeanette Perkins Brown

The Municipality, August 1946
The Use of Concession Stands in Public Parks, Fred A. Nieser

Holiday, July 1946
Living War Memorials, Russ Davis

The American City, August 1946
Community War Memorial Coliseum Successfully Financed, R. L. Hutchison
Along the Waterfronts, Part I

Beach and Pool, July 1946
Wading Pools
The Control of Insects in Swimming Pools, N. R. Perkins

Holiday, August 1946
The Resort That War Built, Clarence Woodbury
Sopranos and Soda Pop, Gaile Dugas
How to Do Nothing, Maysel Archer McLemore

The Crippled Child, August 1946
Relaxing to Learn, Lucia E. Laufeld

Beach and Pool, August 1946
Swim for Fun! Jack P. Houlihan
Style, Utility, Beauty

PAMPHLETS

Building with Logs
Miscellaneous Publication No. 579, U. S. Department of Agriculture, Forest Service, Washington. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 15 cents

Radio Script Catalogue
Association of Junior Leagues of America, Inc., The Waldorf-Astoria, New York 22, N. Y.

How can recreation make its maximum contribution to the total well-being of individuals and communities?

This question is being asked by all persons who are working with people. It is answered by S. R. SLAVSON, scientist, teacher, author, lecturer, psychotherapist, in

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A critique, a defense, an analysis, and a work-book, it is a ground-breaking attempt to unify the factors, forces, and groupings in recreation.

at any bookstore **$3.00**

Association Press

Let's Hike
Girl Scout National Organization, 155 East 44th Street, New York 17, N. Y. 10 cents

Sense and Nonsense About Race, Ethel J. Alpenfels
Friendship Press, 156 Fifth Avenue, New York

Citizenship Participation in Community Services
New York National War Fund, Volunteer Survey Committee, New York City

Municipal and County Parks in Pennsylvania, 1945
Department of Internal Affairs, (Secretary—William S. Livengood, Jr.) Commonwealth of Pennsylvania, Harrisburg, Pa.

Group Work and Recreation for Japanese-Americans
National Social Welfare Assembly, 1790 Broadway, New York 19, N. Y.

The Post-War Report 1946
Syracuse-Onondaga Post-War Planning Council, City of Syracuse, Onondaga County, New York

Waterlines — Key to Development of Metropolitan Los Angeles
The Haynes Foundation, 2324 South Figueroa Street, Los Angeles 7, California

Ways and Means of Reaching Parents, Jean Schick Grossman
The Play Schools Association, 119 West 57th Street, New York 19, New York. 15 cents

New Publications in the Leisure Time Field

Home Away From Home

By Julia M. H. Carson. Harper and Brothers, New York. $2.50.

HERE IS A HISTORY of the USO during the war years. It is no dry-as-dust tome put together from statistical records and formal reports. The author has chosen rather to record this story in incidents typical of the USO's work with service personnel within and without continental United States, with industrial war workers, with Negroes and with wounded men not yet returned to their homes. The book is thoroughly readable and presents an interesting and human picture of the USO and its workers.

Youth and Recreation

Prepared by The Canadian Youth Commission. The Ryerson Press, Toronto. $1.25.

IN 1943 THE CANADIAN YOUTH COMMISSION was set up as an independent, private agency to study the problems of young people from 15 to 24 years of age. This is the sixth report they have published giving the result of their researches. The volume concerns itself in general with three questions, "What Does Youth Want from Leisure?" "What is Youth Offered Today?" and "What Should Youth Have?" A fourth section of the book, "Summary and Recommendations," is a suggested answer to some of the questions raised in the preceding chapters.

Guidance of Children Through Physical Education

By Dorothy La Salle. A. S. Barnes and Company, New York. $2.50.

THOUGH ADDRESSED primarily to teachers of physical education in the elementary grades much of the material in this book has a general application of interest to all recreation workers. Part I is concerned with some of the over-all aspects of the subject. Part II is given over to a consideration of curriculum materials for physical education arranged according to grades in the elementary school.

Animals for You to Make

By Philip L. Martin. J. B. Lippincott Company, New York. $2.00.

YOUNGSTERS (or oldsters for that matter) can make a zooful of twenty animals "by the book" if *Animals for You to Make* is used as a guide. For each animal the artist-author has included a full-sized pattern, a picture and step-by-step description of the process. In addition there are two pages in color suggesting how to paint the toys and a chapter of general discussion of tools, wood, paints, colors, settings, assembling and enlarging—background details that the craftsman needs to know before he sets to work.

Canoeing A - Z

By Ruth Elvedt. Published by the author, 67 N. Hancock Street, Lexington, Massachusetts. Mimeographed. $1.50.

CANOEING A - Z is a handbook designed to cover everything about this kind of boating from a description of paddles and canoes through the organization of canoe meets and the use of the craft for shelter. There are sections on canoeing techniques, on safety control, on team work and on canoe trips.

The Years Ahead

National Council of Y.M.C.A.'s of Canada. Toronto.

THE YEARS AHEAD is subtitled "A Plan for the Canadian Y.M.C.A. in the Next Decade." It is the report of an exhaustive study of the present situation drawn up by the Canadian Y.M.C.A. Study Committee under the chairmanship of K. E. Norris. Murray G. Ross directed the study. The study evaluates the current work and organization of the Y.M.C.A. in Canada and makes recommendations for future development.

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Recreation Workers Thank God for Faith in Man Himself

November 28, 1946

RECREATION WORKERS know there is much for which to give thanks.

Perhaps recreation workers next to religious workers have opportunity to see what men want, what men think, what is the heart's desire. In the light of this special knowledge, recreation workers thank God for reasoned faith in man himself.

In an after-war period man's frailties stand out as at no other time. There is much to dishearten.

Yet among all the people of the world there is a strong will to live, to live well, to live as men should—victoriously.

The drive to hear music, to see and live drama, to enjoy the beauty of the world, to find restoration of the spirit in the woods, to secure a fierce satisfaction in competitive sport—all this is strong enough to make men willing to forego lesser pleasures for what they regard as more important.

Nor is any such statement complete without recording the greater reaching out for religious expression, the desire to give oneself to something greater than oneself.

In this Thanksgiving month of 1946 we see such a measure of faith in humanity among people everywhere as to believe that men are willing to give up enough to make possible the maintenance of a minimum of world government to enable disputes between nations to be settled through world organization rather than through wars between nations.

The will to live and live well is strong enough to make world suicide through continual world wars unthinkable.

Yet in these days men must live in part by faith. There has, however, been enough of greatness through the ages to give a reasoned basis for this faith.

Man sees that in many respects conditions are now better even than they were in the so-called Golden Age. Progress there has been, even though sometimes slowly.

Great souls have lived. We see greatness of spirit in children on the playground. Daily we find ourselves exposed to greatness of spirit, and we recall all of greatness that has been recorded in history and literature. We see what lesser men have achieved because they were exposed to greatness.

In this hour particularly there is need that it shall be an hour of faith. We have slender machinery for cooperation among the peoples of this earth, and it is only as faith is added to many other things that we can hope as we want to hope for this world in which we live.

Despite all of evil that is and that has been recorded, there is enough of good so that there is reasonable ground for hope, for faith in the common people the world over and in what they will support and will help to achieve in building a world that is livable.

HOWARD BRAUCHER

United States Navy

Bureau of Naval Personnel

Takes pleasure in presenting this

CERTIFICATE OF ACHIEVEMENT

TO

NATIONAL RECREATION ASSOCIATION

In grateful recognition of outstanding services to Naval Personnel during World War II

One Thousand Nine Hundred Forty Six
Date

James Forrestal
Vice Admiral, U.S. Navy
The Chief of Naval Personnel

P5-13
Serial No.

Certificates of Achievement

On September 20, 1946, Rear Admiral Monroe Kelly, USN, Commandant of the Third Naval District, on behalf of the United States Navy presented Certificates of Achievement to the National Recreation Association and to the Firestone Tire and Rubber Company for the part played by those two organizations in support of the Navy's welfare and recreation program during World War II. The citations accompanying the awards read as follows:

Citation to National Recreation Association

NEVER BEFORE in history have so many people appreciated so fully the human need served by recreation.

This effective use of recreation by all types of agencies, government and private, is in a large measure due to the statesmanlike leadership and cooperative non-institutional service rendered through the years to all groups by the National Recreation Association.

The United States Navy is happy to recognize the outstanding services rendered naval personnel

(Continued on page 444)

Citation to Firestone Tire and Rubber Co.

THE PRODUCTION RECORD of American industry in World War II is well known. Other services rendered by some of the nation's leading corporations are not so well known though they contributed considerably to the winning of the war.

The United States Navy, ever mindful of the highest welfare of its personnel, is especially grateful to the Firestone Tire and Rubber Company not only for its fine production record during the war but also for its vision and generosity in sharing in the Navy's welfare and recreation program.

(Continued on page 440)

The Recreation Movement in America

THE RECREATION MOVEMENT in America which it is the privilege and obligation of the National Recreation Association to help bring to every community in the United States is a program so rich, so broad and so limitless in its opportunities that it is difficult to appreciate the extent and fullness of it. Its ideals and its objectives are much concerned with life itself — with what people are, what they can be and what they will be.

Not Children Alone

The program concerns itself not alone with little children, or adolescent boys and girls, or any special group. If the National Recreation Association is to make its largest contribution to American life it must meet the problems of the small children, of adolescent boys and girls, of young men and of young women, and of adult men and women. It is concerned with all these age groups, not only as groups but in the leisure time problems arising from the life relationships of these groups one with another. In addition to age and sex groups, all religious, national and racial groups should be served by the program.

Not Big Cities Only

Too often recreation problems are thought of as problems of the larger centers of population—as a problem of safe play spaces for the children of the cities, as a problem of welfare activity for the industrial worker, as a problem of this or that for that or this group. It is a problem of all people in all communities, whether large cities, small cities, small towns or rural districts.

American Life Must Come Before American Machinery

A comprehensive recreation program for America should do one thing above all—make American civilization a living thing. America must not be the servant of the machines of its inventive genius. It must be the master of these machines and secure from them the leisure, the free time, to permit it to live fully, to live happily and to live intelligently.

Objectives

To achieve this larger purpose certain definite objectives can be determined. Health and safety for children are fundamental, and health and safety must be preserved through the normal span of life. Mental and emotional maturity should be developed. The child needs help to grow as he plays. As he goes through life the adult should be provided with continued opportunities for development of which he can avail himself in his free time—that time which he is not required to give to the bare earning of a living, to securing the bread and butter of life. Recreation is essential to a full life.

Recreation contributes to character growth. It makes for good citizenship. It leads to happiness, an objective most difficult to determine, and yet one without which the ultimate ideal cannot be approached. Events by themselves do not bring happiness. This ideal is achieved through satisfying personal growth.

What better contribution can be made to American life than a society of healthy, happy, intelligent, social individuals?

Man grows by doing. In his working time he rarely, if ever, does those things which he likes most to do. It is in the time which he has at his own disposal, his spare time, that he does those things which are developing his personality. Because his likes and dislikes are formed in childhood and youth, he should be given opportunities in those formative years to have experiences which build for right choices in later life. He should have in later life opportunities for wholesome choices if he is not to choose more and more those leisure time activities which are so freely offered by those whose sole purpose is to exploit, for personal gain, his desires for self-expression and release from the toil and monotony of industry and the strain and insecurity of economic struggle.

Program

As a nation we are not physically up to standard. We need a physical recreation program that is designed to meet the needs of children, young people, and adults of both sexes.

We need a social recreation program that will give full opportunity for normal social relationships among boys and girls, young men and young women, in the family circle, in the neighborhood and in other natural groups. This program includes activities in music and rhythm to give the opportunity for enjoyment and emotional releases

so undeniably attained through music. Such a program extends to dramatic activity to give the opportunity for individual and social expression along these lines.

We need an educational recreation program that will insure the building of an intelligent citizenship.

Forty Years of Service

Upon the National Recreation Association has fallen the responsibility for guiding and directing this tremendous effort. It has been active for more than 40 years in carrying out this trust. Unusual progress has been made since the organization of the Association in 1906. The movement has reached national proportions and the Association faces a real problem in leadership.

Method

The Association does two things. It accumulates knowledge and it disseminates knowledge. It has a practical and comprehensive method and machine to do these things and to do them well.

It has personal representatives working throughout the country following all experiments, studies and developments; it conducts its own experiments and studies; and it maintains a central reservoir for the recording of all facts and developments—a complete recreation library.

It is through these channels—field visits, the printed page, correspondence and personal consultation—that all the accumulated knowledge of the movement is made available to everybody and used extensively and intelligently.

It works to develop in America a well-informed, adequately trained personnel, professional and volunteer, to lead the movement in the local communities into paths of greatest usefulness.

The Association gives of itself freely to other organized groups. The recreation movement is a program, a searching for an ideal and not a new institution. It works through every possible channel available. It brings its knowledge to all groups: to church and religious organizations, to civic groups, to women's organizations, to industrial and commercial groups, to labor, to fraternal organizations, to political groups, to cultural and educational interests.

Facilities

The recreation program of activities uses every possible facility—and where facilities are not available, it secures them. It uses playgrounds, parks,

Courtesy Reading, Pa., Recreation Department

school buildings, community houses, church buildings, museums, libraries, institutions, the home, and all other centers where the community meets.

The movement helps in the extension of every program, every activity that in any way aids in the achievement of its objectives and its ideals.

A Worth-While Achievement

The task is tremendous — but it must be accomplished if America is to do its share to secure a higher civilization.

Some Leisure Time Activities

I. The recreation movement provides for all age groups:
   - Small children
   - Boys
   - Girls
   - Young women
   - Young men
   - Adult women
   - Adult men

II. The recreation movement is a problem for all communities:
   - Large cities
   - Small cities
   - Towns
   - Rural districts

III. The recreation movement provides for a broad program of activities:
- Physical recreation
- Music
- Drama
- Art
- Educational and cultural recreation
- Neighborhood organization
- Social recreation
- Individual recreation
- Citizenship activities
- Home and family recreation

IV. The recreation movement strives for a number of definite objectives:
- Happiness
- Personal growth
- Health
- Safety
- Education and culture
- Good citizenship

V. The recreation movement strives to meet the need for recreation in all the different periods of free time:
- Pre-school period
- School recess periods
- After school and high school hours
- School vacation time
- Workers' vacation periods
- After work hours
- Holidays
- Half-holidays
- Evenings

VI. The recreation movement uses existing facilities and secures additional needed facilities:

Land
- Playgrounds
- Playfields
- Parks—Municipal, County, State and Federal
- Beaches
- Woods and forests
- Streets
- Backyards
- Vacant lots

Water Areas
- Lakes
- Rivers
- Ponds

Buildings
- School buildings
- Libraries
- Gymnasiums
- Community houses
- Auditoriums
- Halls
- Museums
- Club buildings
- Church buildings
- Institutions
  - Prison
  - Feeble-minded
  - Reformatories
  - Insane
  - Orphan asylums
  - Hospitals
- Homes

VII. The recreation movement is carried on with the active help and cooperation of many organized groups:

- Governmental and public bodies — Municipal, County, State and Federal
- School authorities and groups
- Park authorities and groups
- Church and religious organizations
- Civic organizations
- Social welfare agencies
- Fraternal orders
- Commercial and industrial groups
- Labor groups
- Women's organizations
- Nationality and racial groups and organizations
- Recreation organizations
- Music, drama and arts groups
- Neighborhood associations
- Social clubs
- Veterans' organizations

VIII. The recreation movement provides:

(A) Many and varied physical activities

- Track and field athletics
- Mass athletics
- Baseball
- Soccer
- Football
- Basketball (Men)
- Nine court basketball (Women)
- Captain basketball (Women)
- Fieldball
- Handball
- Tennis
- Cricket
- Lacrosse
- Boxing
- Squash
- Swimming
- Hockey
- Indoor baseball
- Playground ball
- Newcomb
- Long ball
- Pin ball
- End ball
- Punch ball
- Relay games
- Active playground games
- Free active play
- Volley ball
- Center ball
- Cage ball
- Bowling
- Golf
- Walking and hiking
- Ice skating
- Roller skating
- Rope jumping
- Coasting
- Bicycling
- Horseback riding
- Boating and canoeing
- Camping
- Fishing
- Hunting
- Gymnastics
- Calisthenics

(B) Groups and facilities used to conduct physical recreation activities:

1. Groups
   - School, high school and college groups
   - Park groups
   - Governmental and public groups
     - Municipal
     - County
     - State
     - Federal
   - Playground and recreation groups
   - Athletic organizations and groups
   - Industrial units
   - Church and religious groups
   - Sunday school groups
   - Clubs
   - Y.M.C.A., Y.W.C.A., Boy and Girl Scout groups
   - Nationality and racial groups and organizations
   - Settlement groups
   - Institutional authorities
     - Prison
     - Reformatories
     - Hospitals
     - Orphan asylums
     - Feeble-minded
   - Health groups
   - Community house groups
   - Rural groups
   - Veterans' organizations

2. Facilities
   - Playgrounds

Athletic fields
Parks
Beaches
Woods and forests
Streets
Water areas
Swimming pools
Community houses
School buildings
Church buildings
Settlements
Club buildings
Institutions
Organization buildings
Y.M.C.A.
Y.W.C.A.
Scouts

(c) Service which the recreation movement gives in the physical recreation field:

1. Organization of committees or councils for planning and administering physical recreation —

2. Collection and dissemination of information through field visits and correspondence on
Organization for physical recreation
Program planning
Locating facilities
Playgrounds
Community centers
Athletic fields
Tennis courts
Golf courses
Camp sites
Securing new facilities
Building problems
Swimming pools
Community houses
Shelter houses
Equipment problems
Choice of equipment
Placement
Surfacing
Fencing
Administration problems
Financial problems
Studies of special problems
Publication of guides, handbooks
Determination of standards of physical achievement
Determination of program standards

IX. The recreation movement provides:
(a) Community drama activities:
1. Elementary forms of dramatic expression leading to broader fields of community drama:
Charades
Storytelling
Story-acting
Dramatic games
2. Pantomime
3. Drama principally for entertainments:
Farces
Comedies
Minstrel shows
4. Folk play making—to promote American folk lore
5. Pageantry
6. Drama with educational motive:
Thrift plays
Historical plays
Health plays
Mythological plays
Better English plays
Religious plays
Americanization plays

(b) Groups through which drama activities are promoted:
Little theater groups
Community groups
Settlements
American Legion posts
Schools and colleges
Churches
Sunday schools
Rural groups—Farm Bureaus, Granges, Agricultural Extension Departments
Organization groups
Y.M.C.A.
Y.W.C.A.

Courtesy New Century Community Center, Oakland, California

Scouts
Community house groups
Club groups
Institutions
Nationality and racial groups and organizations
Libraries
Health groups
Governmental and public groups
Traveling theater groups

(c) Service in the drama field:
Organization of community drama councils
Organization of drama groups
Training of volunteers in drama
Encouragement and advice in play writing
Maintenance of information service through correspondence and personal visit
Finding and selecting plays
Work with publishers to secure publication of needed material and plays
Drama publications

X. The recreation movement provides community music activities, music groups, music service.
(a) Some music activities:
Community singing
Community choruses
Community concerts and recitals
Public school music
Glee clubs
Orchestra and bands

Musical competition
Vocal
Instrumental

Music festivals
Toy symphonies
Ukelele playing
Harmonica playing

Easter music
Christmas music
Social music activities
Home music activities
Community opera
Congregational singing
Music in community celebrations
Music in theaters
Music memory contests
Music weeks
Oratorios

(B) Groups and organizations through which community music is provided:

- Schools
- Parks
- Government and public groups
- Churches
- Sunday schools
- Business groups
- Luncheon clubs
- Industrial units
- Settlements
- Neighborhood groups
- Women's groups
- Home
- Community house groups
- Clubs
- Rural organizations
- Nationality and racial groups and organizations
- Institutions
  - Prisons
  - Reformatories
  - Hospitals
  - Orphan asylums
  - Insane and feeble-minded asylums

(C) Service which the recreation movement gives in the community music field:

- Organizing musical committees and groups
- Exchange of information through correspondence and personal field visits
- Finding and selecting music
  - Vocal
  - Instrumental
- Publication of suitable inexpensive song sheets
- Publication of music handbook, pamphlets
- Training of volunteers in community music
- Music library

XI. The recreation movement provides creative, educational and cultural activities, facilities, groups.

Courtesy Chicago Park District

(A) Some creative, educational and cultural activities:

- Constructive manual activities
  - Sand box play
  - Handcraft
    - Basketry
    - Pottery
    - Bead work
    - Carpentry
    - Toy making
      - Kites
      - Lanterns
      - Airplanes
    - Paper work
    - Sewing, knitting
    - Cooking and domestic science
  - Motion pictures
  - Gardening
  - Nature activities
  - Debating
  - Forums

Public speaking
Writing
Literature, study and appreciation
Music (see X)
Drama (see IX)
Art
Community art exhibits
Painting
Plastic art
Rhythmic art
Photography

(B) Some facilities used to carry on these activities:

Museums
Art
Natural history
Libraries
Schools
Churches
Auditoriums
Halls
Settlements
Playgrounds
Community houses
Parks
Institutions
Clubs
Homes

(C) Some groups through which these activities are carried on:

Library groups
School groups
Women's groups
Museum authorities
Church groups
Drama groups
Settlement groups
Park authorities
Clubs
Family groups
Playground groups
Community house groups
Rural groups
Nationality and racial groups
Service groups

XII. The recreation movement provides activities designed to promote good citizenship.

Holiday celebrations
Festivals
Folk dancing, plays, stories
Historical pageants
Citizenship classes
Participation of immigrant groups and individuals in normal community activities
Building strong native citizenship through service to and participation in community-wide program
Linguistic activities
Reading
Debating
Literature
Writing
Forums
Public speaking
Drama activities (see IX)
Music activities (see X)
Education activities (see XI)

XIII. The recreation movement provides social recreation activities:

Wholesome mixed gatherings in
Church
School
Settlement
Community house
Club
Home
Neighborhood and group picnics and outings
Social drama activities
Social games
Social music activities
Community celebrations
Holiday and special play celebrations
Hobby clubs
Reunions
Parties
Fun nights

(Continued on page 454)

Recreation Guidance

By S. R. LAYCOCK
University of Saskatchewan
Saskatoon, Saskatchewan

ALL BOYS AND GIRLS need help in learning "to give their best to the world and to find the deep satisfaction of a life richly and fully lived." To attain this objective they need several kinds of guidance: *Health Guidance* to enable them to grow up with strong, sturdy bodies, good health habits and a health conscience for safeguarding the health of the community; *Social Guidance* to enable them to find happy human relationships, including all phases of family, school and community relationships; *Personal Guidance* to enable them to understand and live happily with themselves; *Curricular Guidance* which leads them into such experiences at school as are in harmony with their interests and abilities; *Occupational Guidance* which helps them to choose and enter upon a suitable vocation; and *Recreation Guidance* which will enable them to find fulfillment of their personality needs in a creative fashion.

Why Recreation Guidance?

Recreation Guidance exists to help boys and girls and men and women to find, in their leisure time, satisfaction for their physical and personality needs and to send them back to the responsibilities and tasks of life with renewed energy and zest. In other words, recreation has two functions—creative and re-creative.

Because recreation must meet an individual's personality needs it must be creative. Much present-day recreation is too passive. We suffer, in modern life, from the disease of "spectatoritis." True, in watching others perform on the ball field, the hockey rink or the movie screen we do identify ourselves with the players and thus get indirect satisfaction for our needs. This, however, is usually a second best to the satisfactions for our personality needs which come from active and creative forms of recreation.

What needs should recreation guidance help individuals to find fulfillment for? Every human being has five chief personality needs: *The need for achievement*—to do things, to make things and to accomplish jobs. *The need for recognition*—to feel that what one does and is merits the approval of others. *The need for a sense of personal worth*—to feel that what one is and does comes up to one's own inner standards. *The need for independence*—reasonably to order one's own life and make one's own decisions. *The need for emotional security*—to live in reciprocal warm regard with one or more human beings and to feel that one is a desired and desirable member of a group—family group, play group, or neighborhood group.

All the above personality needs find abundant fulfillment in creative forms of recreation. The needs for achievement, recognition and self-esteem find rich satisfaction through handcrafts, art, photography, dramatics, music and sports of all kinds. Indeed because modern industry and modern gadgets have reduced hosts of jobs to sheer routine, recreation provides for countless thousands the only channel of outlet for the satisfaction of these needs. Countless thousands more work at jobs for which they are not fitted and in which they have no interest. For them, too, satisfaction for their needs for achievement, recognition and self-esteem must come through creative recreation. For children and adolescents play in its various forms serves as a major outlet for these needs in an age when they cannot share in the economic activities of their parents as they did in pioneer days.

Courtesy Albany (California) City Schools

The need for independence finds for vast numbers of people a major outlet in recreation. Their work gives them no scope for initiative and decision. They are cogs in a machine. Sometimes their home life is cramped also. In either case they find in recreation a chance for initiative and choice. It is often the only outlet they have.

Family recreation is one of the finest ways of building emotional security in the members of the family. Sharing in hobbies and games creates bonds of comradeship and understanding which very often are built up in no other way.

Courtesy Albany (California) City Schools

Recreation, then, is a personality-builder both for children and adults. Its value is demonstrated in mental and other hospitals where occupational therapy is carefully used to bind together the scattered threads of personality and to give patients the strength which comes from finding satisfactions for their personality needs. What occupational therapy does for the ill, recreation does in a positive way for the well. Creative recreation is an essential part of any mental health program for either children or adults.

Physical needs also are met by recreation. Every individual has an urge to activity when he is well and rested. This is satisfied by sports. In addition various forms of recreation serve as outlets for sex tensions which do not always find ready expression in our society.

Who Gives Recreation Guidance?

Every child has four sets of teachers. First of all there are his *home teachers,* who play a major role in teaching him how to feel about himself, how to act towards other people and what the relationships between husband and wife, children and parents, and brothers and sisters should be. Second on the list are a child's *playmate teachers,* who teach him things good and bad—to take his turn at games, to play fair, or to lie and steal or have unwholesome sex attitudes. Indeed, in our society, sex education has been left, for the most part, in the hands of playmate teachers. Thirdly, every child has *community teachers,* who greatly affect his development for good or ill. They are the church, the Sunday School, boys' and girls' clubs, Scouts, Guides, Y.M.C.A., Y.W.C.A., newspapers, magazines, comics, movies (which do a lion's share of education for marriage), parks, playing fields, basketball floors, hockey rinks, gymnasia, street advertising, street scenes, everyday contacts with adults, bowling alleys, pool halls and dance halls. Last of all there come on the scene a child's *school teachers,* who, when the child is five or six years of age, begin to participate in his education. They do not take it over.

A child's different sets of teachers play varying roles in many aspects of his education but there is one in which they all have an important share—recreation guidance. Each set of teachers helps or hinders a child in the personality development which should come from a wholesome program of creative recreation.

Under the guidance of his home teachers play becomes one of the chief avenues of learning for any child. Through play the child comes to understand himself, other people and the world of natural objects. Through play the child develops motor skills, language and the ability to get along with others. Play also provides the child with an outlet for his hostile and aggressive impulses. It is a safety valve. If he dislikes his older brother he can, with impunity, draw a picture of him and smear the picture with dirt, burn it up or throw it in the water. In like manner a girl can say nasty things to her doll whom she has named for her father or mother when she doesn't feel equal to expressing her annoyance at first hand. Indeed in play the child finds a way of working over his experiences and assimilating them. Watch a child play school or church or a family scene and notice the way the child is assimilating his everyday experiences through play. In addition parents provide for shared recreation with their children. It

helps them to know and understand their children's problems of development. It enables them to give wise because unobtrusive guidance. It enables the children to come to know their parents as human beings rather than as dictatorial old fogies. Shared recreation is one of the chief means of training children for family living.

Playmate teachers also take a hand in recreation guidance. "Peer culture" is an important phase of development at all ages of childhood and adolescence. In play age-mates hammer out a culture of their own to which adults can never quite possess the key. Denying children and adolescents the chance to learn the give-and-take and the many other things which play with their own age brings leaves a gap in their development which it is extremely difficult to fill later in life.

School teachers, in this day and age, have come to take a lion's share in recreation guidance. There was a time when the school looked on play as sinful or wicked or at best as a sheer waste of time. In Puritan days play was regarded as a concession to man's innate depravity. Why then has modern education taken recreation to its bosom? The answer lies in the new concept which educators have of their task. They now see that the whole child must be developed—not just his brain; that it is the school's job to help children to grow up with sturdy bodies, wholesome patterns of emotional response, good social attitudes and generalized intellectual habits. The modern teacher understands a child's personality needs and the part which recreation may play in meeting them.

Modern education regards its job as not one of stuffing a child with facts but rather one of teaching him to make choices, to select means of carrying out the goals he has chosen and then of pursuing an activity which will lead him to the end desired. For this purpose the modern teacher uses two chief means: the curriculum, which is a selected body of experiences, skills and knowledge believed to be most educative; and recreation activities, in which the child's special interests have freer expression. The more skillful the teacher the thinner will be the line between these two forms of activities. The up-to-date and skilled teacher knows that the so-called "curriculum" and the so-called "recreation" are identical in spirit and purpose and very largely in method. Recreation guidance thus becomes for the modern teacher, who regards herself primarily as a personnel worker, a highly important means of helping boys and girls to find fulfillment for their personality needs as well as a way of helping boys and girls to grow towards physical, emotional, social and intellectual maturity.

Community teachers also share in a child's recreation guidance. These are of two kinds—commercial amusements and public or privately sponsored recreation agencies. The danger of commercial amusements is that they too often encourage "spectatoritis" and do not provide adequately for creative recreation. Furthermore they often leave gaps in recreation services. Too often the preschool children or the girls or the out-of-school youth or rural youth are not adequately served by commercial recreation agencies. Every community should have a recreation council to see to it that, under public direction, there is a balanced program for all ages—pre-school children, primary school children, boys and girls, pre-adolescents, teen-agers, out-of-school youth, young adults, adults of middle age and the old folk of the community. They, too, need recreation if their needs are to be met.

The Results of Recreation Guidance

A helpful program of recreation guidance by a child's four sets of teachers will result in certain by-products which are important in any individual's growth and happiness.

The development of skills. This includes skills in sports, in public speaking, in acting, in singing, in playing a musical instrument, in conducting a meeting, in doing executive work, in writing articles or poetry, in editing a paper or magazine, in drawing cartoons, and in art work. It includes also social skills such as making friends and getting along with others in various social situations. In addition there are emotional skills to be learned, especially the ability to bear tension without blowing up. Recreation also develops intellectual skills, especially skill in problem solving. Recreation abounds in problems to be solved—whether it's to get the basketball in your basket or to plan and carve the model of a ship or to work out the production of a play.

The development of attitudes. This includes attitudes of good sportsmanship, of being a good loser, of being a good winner, of playing fair, attitudes of cooperating with others, attitudes of give and take, attitudes of patience with others' weaknesses and mistakes, attitudes of taking responsibility, ideals of good workmanship, attitudes of courtesy and politeness towards others, attitudes of facing frustrations squarely rather than through

(Continued on page 451)

The Challenge to Recreation

By HUGO W. WOLTER
Arlington, Virginia

THE IMPORTANCE of developing capable leadership in a democracy such as ours cannot be overemphasized and we who are interested in recreation are in a strategic position to do something about it! The thinking and actions of Americans are largely directed by leaders in the press, the radio and our "experts." All too many Americans are reluctant to think, judge and act for themselves!! It is so much easier to delegate the situation to a "leader" then sit back ready to pounce on the appointed one if things do not turn out satisfactorily. We feel certain that as long as we have sufficiently overlapping leadership we have no reason to fear dictation. We have an expressed faith in both education and leadership.

The very essence of democracy is the participation of the mass of the people. We must develop the feeling of group responsibility in our citizens. Experts are needed to advise, but the real leadership cannot divorce itself from the responsibility to the whole citizenry. Government derives its power from the consent of the governed. No amount of specialized knowledge can change this.

Developing Leadership

We, in recreation, are squarely faced with the problem of developing real community leadership in the sense of developing people who have an appreciation of their responsibility to others. No other phase of our lives offers such opportunities to practice initiative and responsibility as does recreation. Inherent in it is a freedom of choice. If we can make the acceptance of responsibility for others a choice of a large group of people we can make a distinct contribution to the democratic way of life.

It seems to me that recreation has concerned itself largely with the providing of programs and activities. In the back of our minds we had fondly cherished the idea that we were developing leaders. We point with pride to the "leaders" in sports who got their start on the playground and in the gymnasium. Have we not often confused those "who head the list" with those "who accept responsibility for a following" in our definition of leaders?

Since recreation is practically the only field in which we openly and bravely advocate a freedom of choice, should we not feel greater responsibility for providing choices which contribute directly to the practice of a democratic way of life? Should we not continuously build toward programs which make for real leadership? It has often been said that he who dominates the thinking of people in their leisure directs the course of their lives. Roman emperors, royalists, fascists, and all kinds of "ists" have tried to capture the mind at leisure in order to quiet riots and dissatisfactions or to promote them. Is democracy something which can ignore this force? Is recreation something which we hesitate to use in a democratic program?

If recreation is what we claim it is, does it not have a dynamic opportunity to develop democratic attitudes and practices? We have often been forced to realize that training gained in leisure is often more effective in directing the course of a person's life than formal education. Should we not attempt to give much practice in the democratic way of life? Recreation is not simply a series of activities to fill up time. It is not only creative in art, or music, or crafts. It is not only body building. It is not just some external expression. It is the practice of attitudes in a satisfactory medium for self-expression. Certainly this medium ought to include the essentials of democratic life.

Democracy proclaims the right of self-determination. Should we not foster that in recreation? Democracy means the right to express an opinion. Should we not develop that? Democracy means planning and thinking together. Should we not devote much of the time to this phase of recreation?

Must we, who have the opportunity and the tools to help build democratic attitudes and practices, stand aside and watch the foundations crumble? Why should we not even more bravely advocate a recreation philosophy and practice which recognizes the dynamic force it can exert in the building of a democratic way of life?

Contrasts

An outstanding example of the lack of appreciation of this force was in the War Relocation Centers. The War Relocation Authority set up an aproach to a program which was dynamic in de-

(Continued on page 450)

Recreation for Older People in Rural Communities

By THERESA S. BRUNGARDT
Vermont Director of Recreation

THE CONCEPTION of recreation as an important part of rural life is age old. Much of our worthwhile recreation, such as games, party ideas and festivals found their origin in rural life. The old-time singing school, country dancing and folk arts and crafts all were part of rural living. Barn raisings followed by the barn dances, country fairs, horse races on fairground or snowbound tracks, husking bees, straw and sleigh rides, sugarings-off, church suppers and socials provided many outlets for all ages.

While many rural communities do have recreation outlets in their Grange, Church, Farm Bureau and other organizations, there are many more which, for one reason or another, have no community spirit. One sees many small communities unchurched, the young people leaving the farm and community principally because there is nothing to do but toil. We find the games grandmothers played a lost art.

Some of our rural communities are very tiny, hardly more than cross-roads. Many rural areas in my State are in the hills. There are long, lonesome winters on the farm—long nights, cold and dark. How to banish tediousness, to fill all the days with joy or to make them contribute to the mental and spiritual worth of the individual, is the problem. The social life of rural communities must be strengthened from within. Only as people come together as neighbors can there be community life. There is increasing concern (for there is a long way to go in recreation for rural areas) to serve the individual, the family group and the community.

The individual, be he young or old, needs opportunities to discover abilities, skills and interests within himself; opportunity to enjoy social relationships with others and skills which add to this enjoyment; opportunity to enjoy creative activities such as music, books, nature, dancing and games; opportunity to participate in the civic and social affairs of the community; opportunity to talk and something worth while to talk about. The re-creative life in the country needs to be stimulated, whether for the old or young. It is difficult to concentrate on one age group when the leisure time needs for all ages are so great.

There is, however, a growing awareness of the need for recreation for older people, a need which has been made more apparent by the steady increase in the number of older people in proportion to the total population. With the longer average life span the leisure time problem is a vital one for those of 65 and over. (It's more apt to be 75 and over in our State!)

In most rural communities we find three major problems aggravating the needs: first, the lack of any funds; second, the lack of adequate leadership; third, the inadequacy of equipment.

In an effort to serve small and rural communities, recreation councils are being organized. They are made up of representatives of the churches, schools, organizations and special interest groups. By this pooling of resources, volunteer leaders accomplish much and some of the stories of accomplishment are thrilling.

Some Cases in Point

What is it that the elderly people do in rural areas? One aged man on a hill farm when asked what he did all day replied, "Wal, sometimes I set and think and other times I just set." By contrast there is an 89 year old physician who still drives his own car and who, during the war years, was the only physician in a large rural area. He boasts of having brought 100 babies into the world during the year. He keeps alert with varied hobbies from bees to writing or reciting poetry. As a deacon in the church he is most faithful and during Holy Week attended services every night.

A friend of 87 has always been too busy to read the French classics until this winter. The weeks just "flew by."

A farmer of 88 sagely remarked, "A farmer has to have resourcefulness and adaptability. They are his currency and age doesn't change those essentials."

One group receiving Old Age Assistance is always on hand to sit on a common near a railroad station when the trains go by. It's a form of passive recreation. In one rural district a storm of protest was aroused when the telephone company

proposed the installation of the dial system. Visiting over party lines was their only contact with one another in winter. The party lines remained. At most community suppers—whether it be the chicken pie, baked bean or game supper—one finds a large proportion of elderly folk visiting and enjoying the food.

For the men, fishing and hunting know no age limit. An old man of 84 prides himself on the limit catch every May Day. Another elderly gentleman occupies himself during the winter months by tying flies of all colors and sizes. The unofficial State record for shooting porcupines is held by an old man in his eighties.

The ladies like to piece quilts, do Red Cross knitting or sewing. They love sewing bees. They are always ready for a trip to town where a favorite pastime is to sit in the car and look around.

The elderly women are often called upon to make the costumes for the Christmas play at church or Grange. I came across a drab little old lady sewing in a corner of a hall while everyone else was busy with setting the stage. When I asked her what she was making her face brightened and she said, "I'm making a fairy costume." When I showed further interest she got confidential and said, "Do you know, all my life I've longed to make a fairy costume and this will be the most beautiful in all the world."

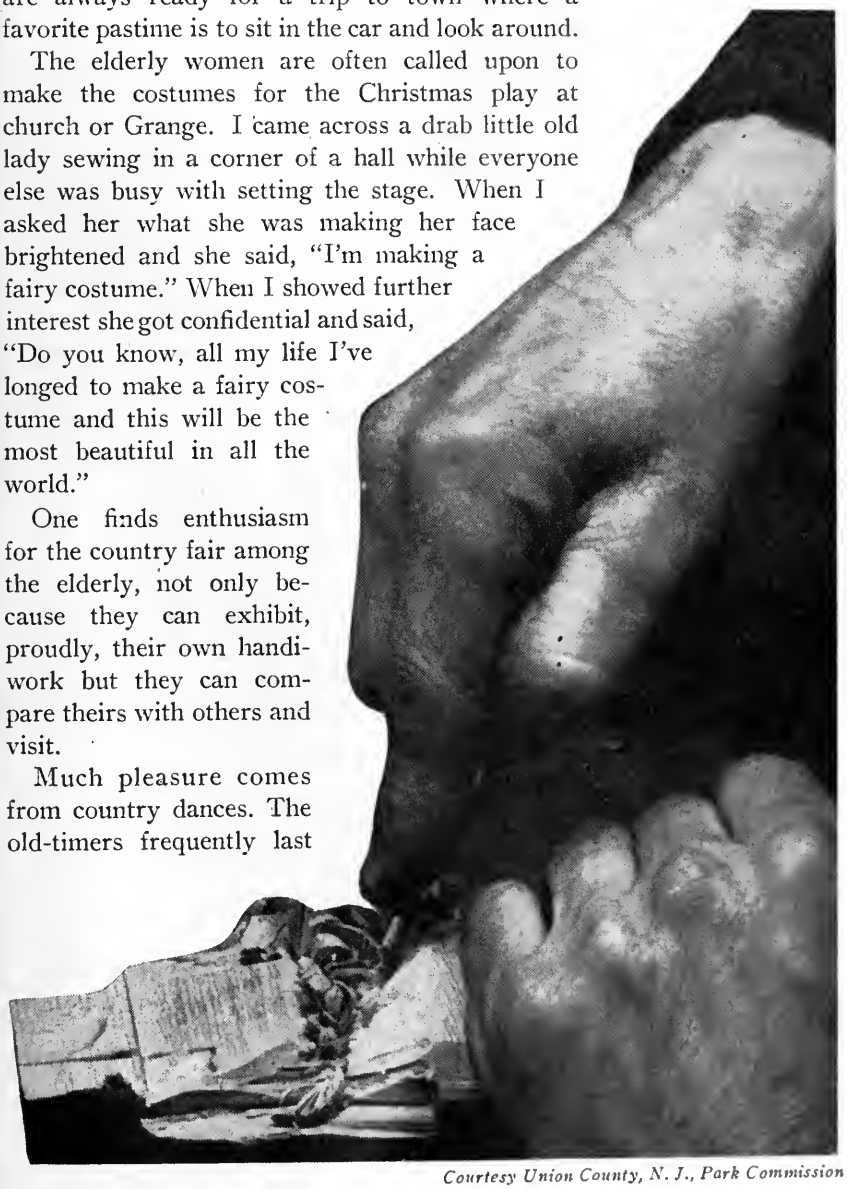
One finds enthusiasm for the country fair among the elderly, not only because they can exhibit, proudly, their own handiwork but they can compare theirs with others and visit.

Much pleasure comes from country dances. The old-timers frequently last longer than the young ones. The caller and musicians are often in the vicinity of four score in age.

Horseshoes and croquet, chess, checkers and jigsaw puzzles are popular.

One of the greatest satisfactions is community service. Public officials, selectmen, town clerks, school committee members, frequently come from the older ranks because they have more time to spare.

The hobbies offer a wide range of activity and can furnish carry-over interest for waning years. It is amazing to find in rural regions many hobby interests which uncover hidden talents. Hobbies are things that once started go along without much leadership or direction. Hobby interests give one something to look forward to, something different to think about, often a new friendship to replace lost friends and family. At hobby shows one finds elderly collectors in the majority. Men and women are never too old to learn and to enjoy creative hobbies and active play.



Courtesy Union County, N. J., Park Commission

Crafts as Recreation

An elderly French Canadian woman living alone on an isolated farm in Vermont had a few sheep as her only livestock. When her only son was reported missing in action she thought she would "go crazy." She can neither read nor write but she knew she must do something. She finally sheared the sheep (with terrible shears) and prepared the wool for knitting, dyeing some. She had always enjoyed knitting and had made up interesting and intricate patterns as she went along. Beautiful sweaters were fashioned from this homegrown wool. The knitting which first proved to be an emotional outlet is now bringing in an income. The son did not come back, but

the mother is now too busy to spend her waking hours in mourning.

Another old lady recalled that her own grandmother made her a turkey wishbone doll many years ago when she was ill with the measles or some other childish ailment. She makes them now as collector's items. The wishbones are saved for her at the State Prison.

A great grandmother relates how when all her teeth were drawn she felt ill enough to go to bed but got sidetracked on hooking a rug. For a solid week she worked steadily on the rug which held her interest and made her forget her aching jaws.

A Finnish octogenarian who cannot speak English has a method of removing bark from birch trees and making unusual baskets. This craft now brings in some revenue.

In a small community six to nine farm women meet once a week in a converted blacksmith shop which is their Weaving Center. Their own report reads as follows, "Getting to the Center has been difficult at times since only a few women have use of a car, some being forced to catch a ride on the school bus or milk truck, even, at times, to walk five to eight miles to get there. But at least a part of the group has been on hand every week since we started out five years ago, with only two exceptions. Each started out with one large loom, kept at the Center, but some have purchased smaller looms and now work at home in between the days spent at the Center, during what time can be spared from other duties. Also three of them have daughters who weave, and who market their merchandise with the group." Thus a recreation interest has also developed into a source of pin money.

An old gentleman found a discarded loom in the attic of his house. He cleaned and put it in order and now spends much of his time in weaving. The turning of wooden bowls and plates which began as a hobby with an elderly man ran away from him, he say, and now two other grandfathers help him in filling his orders.

These are a few instances reported by the Vermont Arts and Crafts Service where hobbies have developed into supplementary income for elderly folk. As a result they are not only more independent but happier.

Traveling Libraries

In Vermont we have four Library Book Wagons which go into the remote hinterlands of the State. The Library Service touches many isolated elderly people and its members report fascinating experiences.

Way up on a mountain lives a man named Brown. He is 92 and deaf but the biggest event in his life is the arrival of the Book Wagon. He always wants sea stories, adventure stories and travel. To these requests he adds, "Put in one or two extra I'd enjoy like a Sabatini." When he isn't adventuring at sea he canes chairs. He speaks of his housekeeper cousin as quite young, "She is only 85 but very religious which makes her seem older!"

A very old lady in her late eighties who lives in an isolated farm house wants biography which is worth reading since she has "no time to waste on trash." Life's too short!

An elderly couple found some old glass in their attic. They asked for a book on glass to look up the name of the patterns. Out of this interest they have started a little business in antique glass. Old glass and button books are often asked for.

In one crossroads settlement, several older people gathered together because of their interest in birds. They read and exchanged library books and today city ornithologists consult them for information.

Two elderly men became interested in making violins and read everything they could get on violin making. One of them also became interested in fancy cooking and asked for books on epicurean food. They even served a very special meal to the Book Wagon librarian and her driver.

In one very small community two retired school teachers requested so many books that the Book Wagon librarian became curious. The discovery was made that they carried a full basket of books on their bicycles to farm neighbors. They selected the books carefully and marked certain sections for their neighbors to read. When strings were found tying pages together they explained that these parts could be skipped by the reader or, again, that this section was too interesting to miss a word. The personal service gave them a sense of importance as well as satisfaction.

The Book Wagon also serves as a medium of news from the outside world. This is especially true when legislature is in session. Elderly men especially gather round the Book Wagon to find out what goes on "down there" at Montpelier. In another rural area when the Book Wagon arrives at the country store the telephone operator rings the shut-ins. "Are you all on," she says — and

(Continued on page 452)

What They Say About Recreation

"SOCIETY CANNOT AFFORD, for economic and cultural reasons, for reasons of community health and happiness and of democratic principle, to fail to provide opportunity for all people to educate their tastes for off-time living." —*G. Ott Romney* in *Off the Job Living.*

"There are delights, there are recreations and jolly pastimes that will fetch the day about you from sun to sun, and rock the tedious year as in a delightful dream."—*John Milton* in *Areopagitica* 1644.

"To have the freedom of opportunity to enjoy the advantages of recreation, community organization is needed and that requires support of everyone in a community. Wailing because your community has little to offer recreationally will never solve the problem. It's a job for everyone." —*James W. Gilman* in *Freedom for Fun.*

"Every analysis of the causes of delinquency and crime bears testimony to the significance of leisure-time activities."—*Arthur L. Swift.*

"Whatever you do with that spare time of yours, it should be something that gives you keen delight. If it doesn't, then it is not a hobby—at least for you."—*Earnest Elmo Calkins.*

"There is hardly a human life which would not have been different if the idea of beauty in the mind of the man who lived it had been different." *Walter Bagehote* in *Literary Studies.*

"We need more activities that have no practical purpose in them—things contributing to the sheer enjoyment of life. We need them both as those who appreciate and those who create."

—*Harry Woodburn Chase.*

"Play has acted many roles in the cultures and civilizations of the history of mankind. It has run the gamut from an essential aspect of life during early Greek days, through a period in the Dark Ages when it was regarded as a function of the Devil, being rediscovered in the Middle Ages, and promoted during the past century for its scientific value."

"That leisure may be a boon and not a curse, that it may upbuild and not break down the morale of a people is an objective, a common cause to whose support we may perhaps devote more effort than we have ever given to leisure's opposite —work."—*Clarence E. Sherman.*

"A sudivision without a playground is not a good investment."—*Herbert Emmerich.*

"If it were so
That two times two were hopscotch,
And two into eight went fishing,
Or d-o-g spelled 'I spy,'
Or Geography were a description
Of the earth's swimming holes,
How much more gladly would you seek
True wisdom
In the schoolhouse walls!"

—*Chicago Recreation News.*

"With the advent of more leisure for all will come the necessity of mastering the finer art of intelligent loafing, for it is not desirable that all leisure be spent in activity. Loafing, resting and meditation have a place in life not usually given them by the modern."—*Frank H. Cheley.*

"Universal leisure brings universal hope and promise for a better life—a life full of opportunity to enjoy the fruits of the world's progress; to share with men everywhere the culture of the ages, and to have a part creatively in the evolution of a better world culture."—*George Hjelte.*

"On every side there are reports of the increased life expectancy. This makes it more and more important to enlarge the opportunities for satisfactory living at the same time. There is no profit in increasing the number of hours except as the possibilities of strength and joy for these hours be increased also."

"If the day and night are such that you greet them with joy and life emits a fragrance like flowers and sweet-scented herbs; is more elastic, more starry, more immortal—that is your success." —*Henry David Thoreau.*

Christmas, Holly-Crown'd

How will you keep Christmas on this nineteen-hundred-forty-sixth year of its celebration? What are you planning in your recreation centers and your schools, your clubs and your youth canteens to celebrate—together—that season when, in Bob Cratchit's words, "men and women seem by one consent to open their shut-up hearts freely"?

Christmas is a time when men turn naturally to the old, familiar, traditional ways of doing things. Custom, cherished from generation to generation and changing but little with the changing years, is—and ought to be—part and parcel of the season. The reverent recollection of the Christmas story; the hanging of the greens; the decking of the tree with all its ornaments, well-loved and carefully preserved from year to year; the breath-snatching wonder about Saint Nick and his team, renew their vitality each time you touch Christmas. But, for all that, there is room for new ways to clothe old joys.

Here We Go a-Caroling

Take caroling, for instance. How are you planning to "go a-caroling"? At a school in a Massachusetts town pupils gather in the corridors each morning during the week preceding the Christmas vacation. A crèche is set up near the piano. Here the youngsters come when the opening bell has called them from the schoolyard. They sing a Christmas hymn, make their pledge of allegiance to the Flag, spend a few minutes singing the carols they all love. Sometimes a trumpeter and a violinist or two from the school band add their music to that of the pianist. When the musicians strike the opening chords of *Adeste Fidelis* the group breaks up and, caroling as they go, the pupils walk to their classrooms and the beginning of the day's work. And happiness walks with them—happiness and reverence.

The city of Indianapolis caroled last year for a week before Christmas. High schools, elementary and secondary schools, choral groups and glee clubs, church choirs, community center choruses, singers from the School for the Blind, lodge members, university students, all took part in singing the city's praises to Christmas. A municipal Christmas committee made the plans—plans that called for three programs each day on Monument Circle. A minute of prayer was part of every program. Some of the programs provided special events—a cantata, a dance drama. But the backbone of the celebration was the singing of the warm and joyous songs of Christmas.

Boston, too, sings for Christmas. At three centers of the city and at different times of the day on the day before Christmas eve Bostonians gather to sing out their joy, to hear a Christmas message from the Mayor and to watch the lighting of tree or crèche. On Christmas eve there are further observances — tableaux and dramatizations of Christmas stories and broadcasts of appropriate radio programs. But always there are carols by organized choral groups and by the people massed in the squares. And there are carols by groups of strolling singers who go about the city according to a prearranged schedule but with an air of unscheduled informality.

E. W. Johnson, Superintendent of St. Paul's playgrounds writes as follows of that city's plans to go a-caroling in 1946:

"Caroling seems to be a very popular and magnetic plan to assemble boys and girls together in an informal way. Music may be classified as good or bad, but for the satisfactions of the heart it can be good and edifying even though performed by amateurs. Recognizing this trend in handling boys and girls, our Recreation Department will conduct a Christmas Carol Singing Contest throughout the city during the week of December 16 to 23.

"Groups of young people from our 17 recreation centers are now being organized, trained and classified according to the following groupings: Group A, under 14 years of age; Group B, 14 and over; Group C, musical groups from schools, churches and organizations that specialize in the more highly trained singers. In each group there will be a minimum of eight boys and girls, so that each in itself, will form a congenial social group.

"The city will be divided into four districts, and carol festivals will be held in each district to choose the best talent. Those selected by competent judges will then take part in a city championship contest to be held in a downtown area. These groups will visit downtown department stores and other business places during the holiday week to bring Christmas greetings to the patrons. Each group will also be urged to carol during the

evenings in their own communities, at neighborhood movie theaters and public gatherings such as P.T.A. and institutional Christmas parties.

"Over 900 boys and girls participated in the 1945 singing festival and the number is expected to be a great deal larger this year. Many adult groups will take part in district festivals so that a neighborhood program will include all ages. Featured at any assembly of a carol group will be, besides the carol singing, tableaux and skits. Everywhere there will be appropriate decorations so that these features will be outstanding."

Print by Gedge Harmon

In Oregon, the Extension Service of the State College and radio station KOAC cooperated to present two special series of broadcasts at 9:15 in the morning and in the evening. All the people within range of the station were invited to "Sing a Carol a Day" or to join in "Caroling Round the Family Fireside."

A Parade and a Court

The Recreation Department in Memphis, Tennessee, plans very special Christmases for the youngsters. One year the Children's Division put on "The Spirit of Christmas Parade." It was led by "Town Criers" who, with lanterns and bells, cried the season

"Hear Ye! Hear Ye!
Merry Christmas!"

Close upon their heels came four boys bearing the Tennessee flag, the Park Commission flag and two special Christmas flags. Next in line were Christmas heralds — four Christmas "ponies," three buglers and 18 Santa Claus heralds with trumpets. A large group of Christmas bellringers, their leaders flanked by holly-bearers, completed the vanguard of the procession. Behind them the parade was strung out in this order:

SILENT NIGHT—children bearing candles and stars.

DREAM TRAIN—floats decorated as a train with engine and flat cars and drawn by a tractor. Two little girls and two little boys lay asleep in their beds on the flat cars. They were escorted by marching youngsters carrying books and lanterns.

NOAH'S ARK—carried by four boys and followed by "animals" from fleas to elephants marching two by two.

THE GIRLS' DRUM CORPS—preceded by the big bass drum carried on a float.

SANTA CLAUS PARADE—made up of the characters in nursery rhymes and stories for children.

Each playground in Memphis had its special part and place in this big parade of fun. Buses called for the youngsters and took them in their costumes to a central meeting place where they collected their properties and lined up for the start. When the marching was over the buses returned the children to their own playgrounds.

Another southern city — Augusta, Georgia — worked out a Children's Christmas Court for the high point of its Christmas program. Every park and playground was represented in the proceedings which were held in a central hall. A court judge presided over the festivities and other functionaries—King and Queen, court attendants and jesters, sat in state to watch a short play, *Christmas in the Deep Forest;* a tumbling act; folk dance exhibitions; and such tableaux as "The Shepherds," "The Three Kings of the Orient," and "The Manger." Santa Claus with his pack of presents was on hand to do the usual Christmas honors around the lighted tree. Everybody sang carols.

And, speaking of trees, one year a community in Colorado thought up a special way to handle the problem of decorating the town. The Chamber of Commerce arranged for enough seven-foot evergreens to line the streets. (Incidentally, every tree bore a tag stating that it had been cut under

proper supervision as part of the forest conservation program.) School children made decorations and trimmed the trees so that their green shone resplendent along all the streets of the city.

A Ceremony and a Service

You can just decorate for Christmas or you can make a ceremony out of decorating. Here is how one community planned a decorating ceremony.

At the beginning of the program the room to be decorated was bare save for an unlighted Christmas tree placed center front on a stage. At the back of the stage a chorus was seated. Three groups of singing children opened the program. Each group entered in procession from a different part of the hall. The first was singing, *I Saw Three Ships;* the second, *Here We Come a-Wassailing;* the third, led by a boy with a drum, *Pat-a-Pan.* When the children were all in their places a group of adults, young people and other children, each bearing a wreath or a holly branch or some other bit of green came down the center aisle while chorus, children and audience sang *Deck the Halls.* This carol was followed by *The Holly and the Ivy* and while the singing continued the decoration-bearers hung their greens in prearranged places.

As soon as the decorations were in place the chorus sang *Lo, How a Rose* as a prelude to this musical telling of the Christmas story:

The First Nowell, Stanza I
Everybody

Chanting of the Angel's Message
Solo soprano voice

Gloria in Excelsis Deo
Small Chorus

(During the *Gloria* the Christmas tree lights came on)

Carol of the Shepherds
Junior High School chorus in the balcony

It Came Upon the Midnight Clear
Everybody

(During this carol the lights in the hall went down leaving only the Christmas tree lights)

Sleep of the Infant Jesus
First children's chorus in the balcony

Away in a Manger
Second children's chorus in the balcony

Silent Night
Everybody

(After *Silent Night* all lights came on again)

Hallelujah Chorus
All choral groups

(The lights were again lowered)

Bring a Torch Jeanette, Isabella
Chorus

(During this carol two processions of high school girls went up on to the stage, each led by girls with lighted electric candles)

O Come All Ye Faithful
Everybody

(The choruses, in procession, left the hall singing while the audience remained standing)

If you are looking for a simple and reverent presentation of the Christmas story for very young children here is one that has been tried and found very far from wanting.* The "choir" is a verse-speaking chorus made up of youngsters. Very little setting is needed. Although a more elaborate presentation may be arranged if desired, it is enough to have a simple tableau of The Nativity against a lovely backdrop as the center for the program.

The children of the choir should march onto the stage and stand about the scene naturally, doing as they please. Older youngsters should enter the hall in groups — from the right, from the left, down the center—singing carols. When everyone is seated, the hall should be darkened leaving the stage lighted by spots.

MUSIC: *O Little Town of Bethlehem,* sung by audience and participants.

NARRATOR: And it came to pass in the days of Herod the king that a babe was born unto the Virgin Mary in Bethlehem of Judea; and she laid him in a manger because there was no room for Him in the inn.

CHOIR: And she called His name Jesus.

NARRATOR: And lo! a star came and stood over where the young child was.

CHOIR: And the young child was with Mary, his mother; and she called His name Jesus.

MUSIC: *We Three Kings of Orient Are,* sung by audience and participants.

NARRATOR: "And wise men fell down and worshipped and brought Him gold and frankincense and myrrh.
And great choirs of the heavenly hosts sang."

CHOIR: Peace on earth, good will toward men.

NARRATOR: And His name was called Jesus.

CHOIR: And His name was Jesus. Peace on earth, good will toward men.

MUSIC: *Joy to the World* (chorus only). Sung by audience and participants.

*Arranged by Mary Gwen Owens, Director of Drama, McAlister College, St. Paul, Minnesota.

Planning Christmas Parties

By ROBERT LOHAN

Print by Gedge Harmon

EACH YEAR, perhaps a million or more Christmas parties are given in the United States. No school, no church group, no club, no community passes the season by. But is it always a real Christmas party, one worthy of its name, a party to be lived over and over in happy reminiscences?

To make your party real—and alive—Christmas should not be just the *time* to have a party, but rather it should be the occasion for a party to celebrate the *spirit* of Christmas.

In planning any party you want fun, conviviality, a good time. You want it no less at a Christmas party. But Christmas demands something more—something that will detract no whit from the good time but which will make every succeeding day more interesting, happier, a *continuous* good time. What is that something? The answer can be found only in the meaning of the word Christmas itself.

Although Christmas has almost come to connote a bonanza for the department stores and a headache for weary shoppers and wearier clerks, it must not be forgotten that Christmas, first and foremost, is the celebration of the birth of a man without whose sympathetic presentation of the need for man's kindness to man *no* party would be worth the giving. The Christ-ideal and the man who first enunciated it demands recognition at a *Christmas* party. If you were giving a Lincoln's or Washington's Birthday Party, would you omit reference to Lincoln or Washington? If you were producing "Hamlet," would you leave out the character of Hamlet?

At a Christmas party, putting a star on the top of a lighted tree is not quite enough. Open the door and let Christ come to the party. He won't be a guest of whom you will be ashamed, and no one will wish He hadn't come. Of course, you cannot go around to your guests and say, "This is our Savior. Don't you think He is wonderful? He says you should be good and a peaceful, law-abiding citizen. You will, won't you?" They might reply that they could give no such guarantee with food at a dollar a pound and very little at any price. They might even suggest that your friend would be more wonderful if He did something to make the world more peaceful and law-abiding. No, you cannot bring Christ to your party with sledge-hammer lectures or a sermon. He can be brought only through the hearts and minds of those who plan this party with a sincere desire to make a group of people very happy—and want them to be happy as a result of their efforts.

This is your "design for a Christmas party," the something that will make it outstanding, lasting, worthwhile. There must be no thoughts of "Christmas again! I wish it were over!" or "How am I ever going to get everything done!" Never forget *why* you are giving this party. The *you* may be an individual hostess or a committee but the design is the same for all. See it, feel it, just as the architect sees a completed house, landscaped and inhabited, before he makes the first pencil stroke of his draft—and keep on seeing it and feeling it until the last good-bye.

But your design has not yet taken form. A Christmas party is not merely another dance or an ice cream social. It must have a special program which sets it apart from all other festivities of the year. There are several different angles of approach. The religious aspect may prevail or the Santa Claus tradition may be in the foreground or you may wish to create the merry Yuletide atmosphere of old, or all three elements may be combined.

The scene is set for the actual program. Let this program be as varied and entertaining as possible. Carol singing at the beginning and end provides the right frame. There may be an exchange of gifts. "Christmas won't be Christmas without any presents," says Jo in *Little Women*. While a "grab-bag" may contribute much excite-

ment and hilarity, planned giving affords more real satisfaction. A week or so before the date of the party, let each member of the group secretly draw the name of another expected guest, so that he knows for whom he has to provide a gift, but the recipient will not know to whom he is indebted. There may be a Christmas dinner, or a dance, or a play, or games — whatever may appeal to the particular group for whom you are planning, but the design must include *everyone,* either as actor or active audience. There must be no wall flowers, no strangers.

Too often, a host or committee of hosts is responsible for introductions and then when the party begins, other matters permit no more than hurriedly mumbled names which mean nothing in getting people acquainted. The art of giving quick, summary backgrounds with introductions to start the conversational ball rolling is a specialized function which should be well-planned in advance and delegated to a capable group.

There is no better place to get acquainted quickly than at a fancy-dress party. One of New Orleans' most successful parties was given on the Mississippi River. "The President," a large river steamboat, was chartered for the evening, and everyone came in costumes of the gay 90's. There were refreshments on one deck, there was dancing on another and a continuous performance of vaudeville, enacted by talented guests, took place on the main deck. All the guests pretended they knew each other (without introductions) and before the evening was over, they did.

Southern people are known for their capacity for enjoyment. Why? Because they can pretend and *believe* what they pretend—just as they do at Carnival-time in New Orleans. The king is actually a king and his queen is a real queen for the entire Carnival season. In one particular household even the old Negro servants entered into this spirit of make-believe by addressing their young mistress who had been chosen queen as "Your Majesty."

Here is a Christmas party that was given in a New York apartment. It was a make-believe dinner in a restaurant. Most of the furniture was removed from the living room. There were individual tables with the sign "reserved" on most of them. Pictures were removed from the walls and replaced by caricatures of the guests, autographed with a few words of appreciation to "Pierre," the chef. Pierre, who was none other than the host, appeared in white cap and apron and delivered a brief speech of welcome to his "patrons." There was a hostess to seat the guests, waiters and cigarette girls were in attendance, and the guests said it was the best Christmas dinner they had ever eaten in any restaurant.

For parties on a larger scale, games and dancing are not indispensable. You may have them at any time. Why not make the Christmas party rather special by centering the program about a play or the reading of a story? In almost any place, an impromptu stage with a curtain and small spotlights for lighting effects can be improvised. If the play entails too much rehearsing a Christmas tale, read to the audience, can be the climax of the party. The genius of a great writer is able to conjure the Spirit of Christmas and your guests may receive something to take home, more valuable than Santa Claus' well-meant gift—something to remember for 12 months to come. Choose a story that is directly connected with Christmas itself and that brings home to the listener the significance of the great Christmas festival. But remember! Only a professional master, like Maurice Evans or Helen Hayes, is able to hold the attention of an audience for more than half an hour. Ten to 20 minutes should be the average reading time.

Important to the success of a party is correct timing. For the featured entertainment, the refreshments, the speech-making, or whatever is planned for the occasion, the wise host watches the clock and sticks to the schedule. There must be no "stage-waits," no lull in the fun. Each event must be given a certain time allowance, it should never be too long, and the sequences should be planned as a whole.

Prepare in advance for "unavoidable delays" and have up your sleeve some extra carol singing or some entertainment by someone who does not have to be begged.

At every party there will be late comers. In timing, allow for them. One way of decreasing the percentage is to start the party at a set time with a feature and announce it in the invitation. There is no better way to get the party in full swing and inspire the real Christmas spirit than by the singing of a few carols followed by a Christmas story. Who does not like to join in singing a familiar song? And who does not enjoy listening to a bit of O. Henry's *The Gift of the Magi,* or to Charles Dickens' Tiny Tim saying, "God bless us, every one!" or, perhaps, the telling of some

(Continued on page 452)

"We Deck Up Our Houses"

LET'S PRETEND A BIT. Let's pretend that you're back in the days when you were very young. Or, perhaps, we'll have to go back even further and pretend you're back in the days when your parents were very young—back, at any rate, when there wasn't a "five and ten" on every other corner, when drug stores sold drugs (and maybe raspberry, strawberry, vanilla and chocolate sodas), when you lived in a whole house and ran the last couple of blocks to school because it was so cold the packed snow squeaked under your rubbers.

It's mid-December and although nobody is telling you every other whip-stitch that there are just so many more shopping days before Christmas so you'd better do your shopping early, you know you've got to hustle if the tree is going to look its best this year and the house be decked in all its usual Christmas finery. As you dash through the schoolroom door and begin to glow in the anticipated warmth you're thinking that tomorrow's a half-holiday and that you and the family will begin making things out of cranberries and popcorn and the evergreens you'll pick in the bit of woods at the edge of town.

In those days Christmas decorations were not so easy to come by and likely to be dear. Each year you added a few clear balls and a new glass reindeer or a small horn that gave out one clear, pleasant note when you blew it, to the accumulated treasures from other years carefully packed in cotton wool and preserved in a special box in a special corner of the attic. You brought out the wide red ribbon that tied the wreath on the door and dampened it and pressed it with a very hot iron for another using. You unwrapped the little paper house with its funny, hard artificial snow that Aunt Minnie had brought back from her wedding trip to New York, and you set it in the window with a fresh candle ready for lighting on Christmas eve. But, for the most part you depended on your own ingenuity to make the house speak with the tongue of Christmas. You created your simple and lovely decorations and found suddenly, if you stopped to think about it, that you had re-created yourself into the bargain.

New Times—New Customs

Well, those days of simplicity are gone, swept clean away by science and mass production and crowded living and gadgets. We are living in the brave new world of industry. It's a world where toy dolls walk and talk and drink their milk when "mother" tells them and toy trucks move under their own power. It's a world where filling stations grow evergreen forests overnight, come Christmas, forests that have a fantastic beauty all their own; where decorations for the tree are set out in all their multiple glory in bins so that you can pay your money and take your choice if you've a mind to do so. It's a world of small living spaces, of windows high up enclosing strangely satisfying views of the sharp black lines of ventilating pipes and incinerator covers that take on majesty and wonder when touched by the dusk. It's a world of new materials, of new knowledge about ways to use old materials. It's a world where you can *still* create simple and lovely Christmas decorations and find suddenly, if you stop to think about it, that you have re-created yourself into the bargain!

You don't have to be any great shakes as an artist to turn out satisfaction at a work table. You don't have to be wealthy to know the common and garden variety of fun in making things. You do need time, but not much more than the amount you'd spend to buck the crowds if you've forgotten to shop early. If you'd like to try your hand at making some of the decorations described below here is what you'll need.

Basic Ingredients

A place to work
A pair of old scissors or tin snips
Tin, in sheets or in used cans that retain their "shine" and can be rolled out flat
Paper—wrapping paper
cellophane
construction paper
newspaper
Laths
Linseed oil
Pencils, chalk, tempera or show card colors, water colors
Bon Ami (powdered) and dry color
India ink
Pine cones, small sticks, corncobs
Chemicals (as indicated below)
Flour, alum and salt
Your normal amount of imagination
Enthusiasm
Freedom from the fear of failure.

These are the ingredients you need and out of them you can make enchantment — at home, in craft classes at recreation center or school, in club meetings, in Sunday Schools or other church groups—remembering all the while that the more friends at work on the making, the merrier the occasion.

Procedures

What will you make and how will you make it? You can make Christmas windows or decorations for table and mantlepiece or a crèche or special fuel to give a touch of magic to your Christmas fires. Here's how you do it.

Christmas Windows. There are many different kinds of Christmas windows. Some of them are as easy as rolling off a log and can be whipped up at the last minute. Others take a little more thought and preparation.

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First of all, choose your window theme. This is up to you for it will depend upon such local factors as the number and shape and size of the windows in the room you are going to decorate, the age and the skill of your craftsmen, whether you want to stress the secular or the religious side of the season. In general you will want to think about outlines and masses rather than small details. And you will want to think about color.

If you make your picture window on paper to cover the whole window space you will need a light frame. For this use strips of laths. From them make a frame the size of the window casement. When your picture is done tack it to the frame with thumbtacks.

Make your first sketch on a small piece of paper and when it suits your artistic eye cut a large piece of wrapping paper, draw the outline of the window on it and sketch in your design (enlarged to fit the space you have drawn) in pencil or chalk. Then do your painting. Don't forget to indicate in black the leading or the panes. Take a look, by the way, at stained glass windows in a church to see how the leading is handled.

You can get a striking result if you oil the back of the picture after the colors are thoroughly dry. Cover the whole back with the linseed oil using an ordinary paint brush for the application. Wipe off the excess oil with a soft cloth and leave the picture standing for at least two or three hours before you tack it to the frame. The oil gives an effect of translucence, like old parchment, to plain brown wrapping paper.

Cellophane is a good medium for window pictures. You can use colorless cellophane and paint your picture on it with black India ink or black show card color for the leading. Or you can, with glue-like mucilage (as nearly colorless as possible), paste cut-outs of the colored cellophane on a blue (for night scenes) or yellow (for daylight) background.

If you're allergic to color and prefer clean, bold masses of black make a silhouette to decorate your windows. Use black construction paper cut-outs and paste them directly on the window pane.

Or you can use Bon Ami and paint for scenes done on the glass. Perhaps the simplest method for this kind of window is to get Bon Ami in powdered form, mix it with show card colors and go to work. However, if you prefer, you can cover the window with a coating of Bon Ami then apply your design with tempera.

You can night light your windows and get very lovely effects thereby if you run electric lights between the glass window and its paper "party dress." In that case you'll want to attach the picture to the very inside (room side) of the window frame so that you will have enough space for the bulbs.

Table Decorations.* Roll up a lightweight sheet of cardboard in a cornucopia shape and cover it

*The decorations in this section were worked out and described by Nora Hall and Louise Stewart for the *California Parent-Teacher*, issue of December 1945. The material is used here by permission from that publication.

with silver Christmas paper. Fill it with pine branches and Christmas tree balls of various sizes and colors. Flank the filled cornucopia with two brass candlesticks holding candles of different lengths and of a color to harmonize with the balls.

Open up two large tin cans and with tin-snips or old scissors cut them into the shape of two identical, conventionalized pine trees. Slit one of the trees half-way down and slide the two together so that you have a four-sided tree. Set the tree on a pin-holder in a tuna can, surround it with the tips of pine branches and hang tiny ornaments or red berries on the pine. Make two small angels, two inches high, from small tin cans rolled in the shape of a cone. Glue wings on the angels' backs and colored stars on their skirts. Set the whole arrangement on a circle of metal paper. You can use both tree and angels for party favors.

Mix one cup of flour, one cup of salt, one tablespoon of alum with about one-half cup of water. This will give you a "clay" from which you can fashion little Biblical figures or snow men with clove eyes and berry mouths or little angels to hold tiny birthday-cake candles. The "clay" dries a shiny white and can be tinted with water colors.

If you want to decorate a long table use five or seven goblets (clear or a deep red) from the ten-cent store. Set each goblet on a circle of silver paper and put a candle in each glass. Along the base twine pine branches and berries interspersed with Christmas tree balls.

Cut reindeer from tin cans with tin-snips or old scissors. Fold them over so that they stand up. Use the rims of cans for runners of a Santa Claus sled loaded with clumps of red berries and chartreuse and red balls. Put a Santa candle in the driver's seat and give him reins of red ribbon. Set the whole arrangement on a piece of shiny red shelf paper.

Crèche. There's probably nothing more fun for the group to make than a crèche. It can be very elaborate, of course, and it can cost a lot of money if you buy the various parts and figures already made. But a simple crèche is just as effective and far more meaningful if the animals and human figures have been fashioned with loving care. A pair of shingles (old ones will serve as well as new), a piece of masonite and four sturdy, straight pine twigs will make the stable. Cut the pieces of pine so one pair is longer than the other, screw them into the masonite and nail the shingles to the posts so that one forms the back of the stable, the other the slanting roof. Cut a semicircular hole in the back wall about half-way up so that a light can be thrown from behind on the manger. Make the manger of cardboard or plywood and fill it with straw.

Use the "clay" mixture described above to make the figures that will surround the manger—the Holy Family, the shepherds, the wise men, the animals. Make an angel, too, and set her on the roof of the stable.

If you can find an old, brocaded evening coat or some other rich fabric discarded by its user it will make a rich background for the crèche. Use bits of evergreen or pine cones as background trees.

These suggestions for a crèche are basic. There are infinite variations which you can add from your own imagination or from the imagination of the group.

Magic Fires. In cold climates an open fire is an integral part of Christmas. With a very little trouble, you can add extra beauty to crackling logs and make very acceptable Christmas presents for your open-fire-friends into the bargain.

Chemically treated pine cones are, perhaps, the most attractive of the magic fuels, but small pieces of wood or corncobs or even newspapers will produce the same effect.

If you settle for newspapers, cut the paper into 12-inch widths and make of them rolls four inches in diameter. Tie them with string and soak them in a solution of potassium nitrate, sodium nitrate or copper nitrate for four days. Take them out of the solution and hang them in the cellar or some other unused room to dry. Use one ounce of chemical to a quart of water.

If you are using pine cones dry them thoroughly in a warm oven, tie the cones in cheesecloth and soak them in the chemical solution (one-half pound of chemical to two quarts of boiling water) for five minutes. Spread the cones on newspapers until they are thoroughly dry.

An alternate method of treating pine cones or wood is to give them a thin coat of shellac and, while the shellac is still wet, sprinkle with dry chemical.

You'd better wear rubber gloves during these processes because some of the chemicals are poisonous.

The chemically treated fuels will burn with bright colors when they are added to the logs in the fireplace. Here are the colors you may expect depending upon the chemicals used:

(Continued on page 450)

The Navy's Peacetime Plans for Recreation

By Commander M. A. GABRIELSON, U.S.N.R.

THE NAVY WILL NEVER again regress to its pre-war concept of recreation. This, in substance, is what Vice-Admiral Louis Denfeld, Deputy Chief of Naval Operations for Personnel, told a group of 100 naval officers last June at graduation exercises which signified for these officers the completion of a month's indoctrination in the administration of the Navy's physical fitness, welfare and recreation programs. The graduation of these 100 men, ranging in rank from Lieutenant (junior grade) to Captain, was a significant occasion since it demonstrated to the world that the Navy has recognized and accepted the values and need of a well-balanced and well-directed program of physical fitness, athletics, recreation, and other welfare activities as a positive factor in keeping men physically and mentally fit to perform their Navy duties.

During World War II the Army and Navy conducted probably the most intensive recreation programs in our history. In the Navy nearly 3,000 officers and 25,000 enlisted men were employed to administer various phases of the recreation, welfare and physical fitness programs. The Army had even more leaders in their special service corps. At least 65 percent of these persons were professionally trained, either specialists in a particular activity of the program or professional recreation or physical education leaders. The others had a general interest in the program or a special interest in some phase of it.

The recreation program of the Navy accepted as its mission the responsibility of providing a well-rounded schedule of recreation activities for all its personnel designed to:

Contribute to maintenance at all times of a high state of morale.

Insure adequate leisure time opportunities for participation in wholesome constructive activities.

Provide opportunity for creative expression in such areas as music, art, dramatics, crafts, games, and sports.

Provide outlets designed to retain a high state of mental, physical, and emotional fitness for all naval personnel.

The Navy assumes the premise that a man is most useful to the Navy when he is mentally and physically fit. Weakness in either will impair proficiency. Although many other factors influence the job of keeping the men physically and mentally fit—adequate food, proper quarters, domestic tranquility, mail—the Navy recognizes that recreation opportunities are a part of the integrated program essential for maintenance of a high state of morale among its personnel.

Peacetime Leadership

In formulating policies for peacetime operation of the Navy it became evident to planners that it would be both impossible and impractical to retain all the types of officer and enlisted specialists who served in the Navy during the war. Many enlisted specialist ratings were created as a wartime expedient. In a like manner it became necessary to commission a wide variety of specialists to conduct the many special programs of the Navy. Recreation, physical fitness, education were all administered by professionally trained people labeled

Official Photo U. S. Navy

as "specialist." Because of the need for personnel economy this vast specialist corps had to be done away with in the peacetime Navy, but it became evident to those directing the programs of physical fitness and recreation in the Bureau of Naval Personnel that something had to be done about providing leadership for the peacetime program. It was estimated that the Navy would need approximately 125 officers to perform primary duties in the programs of physical fitness and recreation. Officer billets were established at district staff levels and major naval stations in the continental United States and major overseas bases.

Official Photo U. S. Navy

The Navy knew demobilization would strip it of all its professional recreation and physical training officers. Consequently, it was decided to conduct an intensive indoctrination course for regular naval officers and those reserve officers who had volunteered to remain on active duty until July 1, 1947. The course was designed to train these officers to take over the administration of the program at all key naval stations and thereby bridge the gap between the war and peacetime programs. The Naval Training Center at Bainbridge, Maryland, was selected as the training site. The staff was composed of the best qualified professional recreation and physical training officers still remaining in the Navy, plus civilian guest lecturers who included some of the foremost experts in the field. They were Dr. J. B. Nash, Dr. Arthur Steinhaus, Adolph Keifer, Dan Ferris, Dr. Raymond Fosdick, Arthur Noren, and Augustus Zanzig.

The Courses

The course included training in

Recreation
Physical fitness
Educational services
Welfare and personal affairs

A total of 182 hours of instruction was presented in a period of four weeks. Emphasis was placed on methods, techniques of administration, Navy policies and directives on each subject, philosophiscal implications of each division, and demonstrations of certain phases of the program. The officers came away with a vast amount of information and material concerning the over-all administration of the Navy's program.

The keynote of the Bainbridge course was coordination of all phases of the physical fitness, recreation, and welfare programs. The need for making available to the "bluejacket" a balanced program of activities was emphasized. An ideal plan of a recreation, education and physical fitness program for a naval station of 1,000 men was formulated as a guide for the officers.

Ideal Plan

Recreation

Motion pictures. At least three but no more than four different motion picture programs each week. Seating capacity of theater, at least 60 percent of the station personnel.

Entertainment other than movies. Live entertainment should be provided once a week, and preferably twice a week. The following types were suggested: outside professional entertainers, happy hours, amateur shows, quiz shows, concerts, song fests and swing sessions.

Hobby crafts. A complete hobby shop to provide two square feet for every man on the station. The shop should have at least 25 different activities from which men could choose.

Library. Adequate space to accommodate 2,500 books and 60 persons.

Station parties or dances. At least one dance or party each month.

DRURY COLLEGE LIBRARY
Springfield, Missouri

Department or Division parties. At least one party or social event each three months. This could be an outing, beach party, social evening, picnic, buffet supper, or the like.

Station newspaper. A weekly paper preferably printed by photo offset.

Recreation building. The "Rec" building including ships store; soda fountain, soft drink and beer dispensing facilities; barber shop; cobbler shop; tailor shop; four bowling alleys; four pool tables; four ping-pong tables; game room for quiet games such as chess, checkers, and acey ducey; lounge room with radio-victrola and piano.

Off-station special events. Sightseeing tours, fishing, hiking, boating and sailing and the like.

Physical Fitness

Voluntary sports program. A variety of sports events should be available to the men during off-duty periods. Organized intramural leagues and varsity teams should be promoted. Emphasis of the sports program should be directed towards the policy of "sports for all hands."

Compulsory program. This should include from two to five hours of activity each week. Some formalized activities should be offered.

Swimming. Every man should be required to attend swimming instruction classes until he has passed the Navy's swim test. Re-examination of all personnel should be made every year. Recreation swimming as a part of the physical maintenance program should be made available daily.

Educational services. Facilities and material, as well as leadership ,should be made available to the men to assist them in acquiring further knowledge in their own fields, or other fields that they might be pursuing.

Welfare and personal affairs. Each welfare, recreation, and physical fitness officer should be well informed on matters such as insurance, dependents' benefits, GI Bill of Rights, Navy Relief, Red Cross, and other welfare activities which are of benefit and interest to the men.

Administration

The Navy's program of physical training, which during the war was administered by the Training Division of the Bureau of Naval Personnel, because of the need for personnel reduction, and to permit greater coordination with recreation has been placed under the Welfare Activity in the Bureau. Except at the Navy's three major training centers the recreation and physical training programs will be administered by the same officer. At the three training centers, Bainbridge, Maryland; Great Lakes, Illinois; and San Diego, California, the physical fitness program is a major part of the training of new recruits for sea duty. Hence there is need for a full-time officer to administer the many phases of the physical fitness program at these centers.

The Bureau of Aeronautics will continue to administer its own physical training program for conditioning naval aviators. To accomplish this 36 officer billets have been established at air training activities, with 15 of these assigned to Ottumwa, Iowa, the only peacetime pre-flight training school.

To provide professional and technical guidance to the programs of physical fitness and recreation three civilian jobs have been established in the Bureau of Naval Personnel, one to head up the Section on Recreation, one to head up the Physical Fitness Section, the third as a professional adviser and administrative assistant to the Director of the Special Services Division. The Bureau of Aeronautics has also employed one civilian to lend professional guidance to its program of physical training. These civilian jobs will lend stability to the program.

Finance

The Navy's peacetime recreation program will have to be almost totally self-supporting. That is to say, it will have to rely on non-appropriated funds derived mainly from profits of the Navy's ships stores. The present plan calls for an expenditure of approximately 80 cents per man per month on recreation, welfare and physical fitness. Expenditure will include procurement of equipment, payment of athletic officials, cost of parties, prizes, movies, professional and clerical assistance, and other forms of recreation.

A new system of control of Welfare Funds (non-appropriated funds) is being developed which will tend to equalize between the small stations and the larger ones the amount of money available. It will also tend to decentralize the control of this fund from the Bureau of Naval Personnel to District, Force and Type Commands.

It is recognized that the large sums of monies available for recreation purposes during the war

(Continued on page 452)

Home Again and Together

By FAYE S. JASMANN
Community House
Birmingham, Michigan

AND SO THEY BEGAN to come home — the veterans of each community — and many of these young people returned with deep new habit patterns for recreation. The veterans did not always come alone for more often than not they brought a wife or a husband. But whether they return by themselves or with a family or remained at home during the world conflict, all our young people have the same desire. They want to get reacquainted with their old friends or to meet new friends or to get together with those who talk their language. For many these desires have been thwarted. As one young man in Birmingham, Michigan, put it when he was asked to leave the Teen Canteen, "I'm too old for the Teen Canteen and too young for the clubs. What am I expected to do?" His question was answered, as were innumerable requests from parents and young couples, by the creation of the 19-2-30 group at the Birmingham Community House.

The basement floor (English style) of the Community House had been renovated for the Teen Canteen. The finished rooms had been presented to the Youth Council for the use of the teen-agers of the community. To this Council the Executive Director came to ask assistance in creating the 19-2-30 group. After considerable discussion as to where youth started and stopped the Youth Council agreed that the new group should have the use of their Ranch Room, game rooms and equipment on Tuesday and Thursday nights. In return the Teen Canteen would benefit in added revenue from the juke box, assistance in buying and maintaining equipment and, above all, in having the definite satisfaction of assisting with a needed community project.

Invitations and First Meeting

Aided by a few young people with a wide acquaintance and by the Veterans Office, organizers of the new club collected names for a mailing list. To the people on the list we sent a large, red postal card on which we had printed in half-inch letters "Special Bulletin." Below this, in normal size type, was written, "Are you having fun in your leisure time? Calls to the Community House have indicated a desire by the 19 to 30 age group for a place to meet other young people and participate in social and recreation activities. Join us in the Ranch Room on April 2 at 8. Bring your friends and ideas with you."

There was a good attendance at the first meeting and great enthusiasm. The gathering was very informal and no attempt was made to create a formal organization. The group felt that they wished time to get acquainted with one another before they organized formally. However, they did decide that they didn't want dues, that they would pay special assessments for each special party or activity, that they would have planned activities for Tuesday nights and informal activity for Thursday nights, that the hours of gathering should be from 8 to 11 (they were working people or mothers), and that they wanted a square dance two weeks later.

Programs and Plans for Programs

The following Thursday night was spent informally with several mixers at the beginning of the evening to stimulate the group and set the young people on the road toward becoming better acquainted with each other. There were a large number of newcomers who introduced themselves and were soon part of the original group. Since then Thursday evenings are spent playing all kinds of card games, checkers, chess and other quiet games; in playing billiards and ping-pong; in dancing; taking turns behind the snack bar mixing fancy sodas, dreaming up new sundaes or frying hamburgers; and lots of good conversation.

On Tuesday nights there has been planned activity including an evening of progressive games and bingo, an evening of square dancing with a caller and instructor from the Ford group in Dearborn, a roller skating party at a rink which the group rented for the evening in a nearby village, a hay ride, and a weenie roast. The future plans include a night of bowling, a boat ride on the river with a picnic, bicycle hikes, scavenger hunt, treasure hunt and more picnics.

A birthday book is kept for the group and on the night of a birthday, or a near birthday, the gang gathers round to sing *Happy Birthday,* to dedi-

(Continued on page 453)

Tigertown Jamboree

By HAROLD HAINFELD
Director of Summer Program
Physical Education Department
Union City, New Jersey

TENAFLY, NEW JERSEY (population 9,500) had its first carnival in almost 20 years on September 2 and 3. The Tigertown Jamboree was sponsored by the Recreation Commission and run by teen-agers to raise money for the completion of the Tenafly youth center, The Tigers Den. A year ago the youngsters had a teen-age center located in a building on private property, but complaints from the neighbors of the noise of music and jitterbugging feet caused the original Tigers Den to be closed. Not disheartened, the young people appealed to the civic authorities to get a new center for them. With the aid of public donations, surplus army barracks were procured from a Bomb Disposal Unit located near Route 9W in Palisade Interstate Park. The building was too large to be moved as one unit so the high school boys and their dads with the help of Tenafly Road Department employees and the Borough Engineer dismantled and transported the barracks to Tenafly and erected it on borough-owned property. Needing additional money for the completion of the Tigers Den (flooring, plumbing, side walls and fill), the teen-agers met in the home of Mr. R. A. Nast, member of the Tenafly Board of Education and its representative on the Recreation Commission. Here plans were formulated for the Tigertown Jamboree to be held on Labor Day and the following evening.

Preparations

Committees of teen-agers were appointed and an adult advisory council consisting of Mr. Nast, the chairman of the Recreation Commission and the Recreation Director was formed. An entertainment committee was set up to select a band and to provide a program during the intermission. This group chose Dick Barrett's Band, a teen-age outfit that had recently won national honors in a contest held at Carnegie Hall for bands whose members were under 19 years of age.

A publicity committee was formed to design posters and handbills. One of the dads arranged for a movie trailer which was shown in the local theaters to advertise the coming jamboree. The refreshment committee obtained sugar from the OPA and made apples on a stick, fudge, cake, cookies and candy to be sold at the refreshment booth. The financial committee kept records of expenditures and income and handled the raffle books.

Fun for All

The booths, rented for the occasion, were decorated by the boys and girls. Some prizes for the booths were purchased by the adult advisory council. Others were donated by local merchants. The railway station and the parks and streets surrounding it were chosen as the site for the party and the streets were blocked off. The booths were set up in the park. Football and baseball throwing booths were in charge of high school athletes. Teen-agers were in the other booths supervising the basketball throw, the pop pistol range, darts and ring toss.

(Continued on page 452)

Photo by Mary Caughlan

Director's Lot

By BERNARD BALLANTINE
Director of Recreation
Roseville, Michigan

IT'S LOTS OF FUN to be a recreation director—or is it?

Mr. and Mrs. John Q. Public, those characters who foot the bills so that their progeny may grow up to become fine, upstanding citizens, pass by the playground on a warm summer day and see two men talking with a group of children. Both Mr. and Mrs. John Q. are acquainted with the men. They all met when the community launched its recreation program. The perspiring gentlemen are the director of recreation and the director's playground leader.

"My," says Mrs. John Q. to her sometimes hard-to-fathom spouse, "my, isn't it nice to have such men serving us?"

"Sure is," returns Mr. John Q. "Not a worry nor a care in the world for them. Just time to play with the little ones and the big ones."

"Oh, now John," interrupts the lady. "I wouldn't say that. They probably have their little problems, just like you do at the office."

"Bah," snorts Mr. John Q., "I'd trade mine for theirs any day."

Oh, would you, Mr. John Q.? Let's take a peak behind the curtain of a recreation director's life and see what gives. Let's see what some of his problems are, some of his headaches. Let's weigh them afterward and see whether you'd care to trade your bundle of worries for his.

The Time Problem

To begin with, there's that thing called time. A director is fighting it continually. He's got a schedule to complete, a full 12 months schedule. Part of that schedule is softball. The master softball schedule is arranged before league competition opens in the spring. Then there are fields to get into shape, umpires and scorers to hire, equipment to purchase (perhaps you realize how scarce it is these days), and publicity to get out to the newspapers.

Everything is all arranged for the big opening game. The mayor has been persuaded to toss the first ball. A commissioner will be there to catch it. (He had to be talked to, of course.) A myriad details have been taken care of, down to seeing that that hole in the screen backstop has been repaired. Then what happens? Bang, it comes up rain! The opener is postponed and the director starts revamping his schedule. And this goes on and on through the summer as inevitable rain falls.

It's the same in baseball and tennis and other regularly scheduled sports — revamping, revising, making up new assignments, particularly for umpires and scorers whose time often is limited to certain days or nights of the week.

And the People!

Now let's hop over to the social field. One of the director's playground leaders tells him that the recalcitrant Johnny Jones up and smacked the leader's woman assistant this morning while the leader was absent. Not only did he strike the woman, the director tells his boss, but he also called her names and then took off for home.

The director thinks he can straighten things out, and at the same time make a better boy of Johnny. He will go to Johnny's mother. She is a registered nurse. Certainly she will understand that Johnny's conduct was detrimental to everybody and reprimand him as any mother should.

Johnny's mother is visited. The director explains what happened at the playground this morning. Mrs. Jones is flabbergasted, of course. But she doesn't believe it. "Why, my Johnny wouldn't do anything like that, not my Johnny." The director begins to think that perhaps he got into the wrong home. Then he spots Johnny in the backyard. "Call Johnny in here," the director urges the mother. "Let's hear what he's got to say." Johnny comes in at his mother's behest.

"Johnny," the director addresses the youth, "did you strike Miss Blank at the playground this morning and swear at her?"

"Sure," Johnny answers boldly. "She scolded me for throwing sand around."

"I still don't believe it," Mrs. Jones declares bluntly.

"Madam," the director asserts, "I guess there isn't much else I can do to convince you that Johnny was wrong in his actions. You, not Johnny, are the one who is in need of assistance."

With his blood pressure 20 degrees above normal the director returns to his office. He finds a

(Continued on page 438)

Young Foresters

A THREE-RING CIRCUS come to town — that's what handling a forestry training camp for 105 farm boys full of youthful energy is like.

From 114 chapters of the Future Farmers of America in Florida, outstanding members were chosen to attend the annual Forestry Training Camp put on by the Florida Forest Service and paid for by the six Florida pulp mills of the Southern Pulpwood Conservation Association. Held annually at Camp O'Leno—a State park—on the banks of the Santa Fe River near High Springs, the two-week course provides not only training in proper forestry practices but recreation and entertainment as well.

The boys proved excellent students—and hearty eaters. Nearly all of them came back for seconds and thirds and a few even returned boldly for fourths and fifths. The chief cook, who had seen service in the Navy Seabees as a cook, was used to hearty eaters but his eyes opened up wide as the boys continued their return trips to the serving table.

Just to show you that their APPETITES were spelled in capital letters, here are a few statistics: In two weeks, the boys consumed 720 pounds of potatoes, 964 pounds of meat, 101 pounds of onions, 300 pounds of cabbage, and 216 pounds of tomatoes. And the meat wasn't all hash, either! On several occasions they had steaks and rolled roast beef. They consumed 369 loaves of bread, 2,280 doughnuts, 890 quarts of fresh milk, and 24 pounds of coffee.

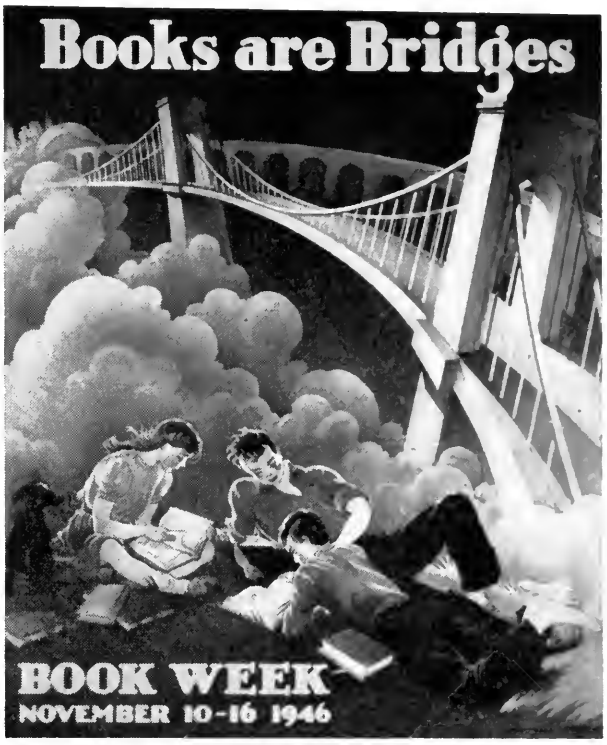
They wouldn't have been a bunch of real boys if they hadn't come up with their share of stumped toes, cuts, scratches, little infections, poison ivy, stomach aches — and all those aches and little illnesses every active teen-ager runs into. And they did, all right! But a top-notch first aid man, plus a nearby doctor, prevented anything too serious. Even so, the camp medical bill ran up to $108.10.

Knowing full well how one husky youngster keeps mother busy all the time, you might wonder how 105 could be handled without a regiment to keep them in line. That's not as tough as it might sound. This summer there were only 17 adults in charge of operations at the camp—13 teachers and four persons who handled actual administration problems. In addition, there was the kitchen personnel—a chief cook, two cook's helpers, and three boys who set and cleared tables, washed dishes, and cleaned the kitchen.

Life certainly wasn't dull for the leaders, and definitely not for the boys. Competition may or may not be the spice of life but it occupied the greater part of the working hours of the youngsters. From the time the siren blew in the morning to wake them until the time it blew lights out, every boy tried to outdo the others whether it was trying to be first to chow or to show up best in class.

(Continued on page 438)

WORLD AT PLAY



Book Week

CHILDREN'S BOOK WEEK will be held in 1946 at the calendar spot scheduled for it each year — November 10-16. Celebrations of all kinds in line with its 1946 slogan, "Books Are Bridges," will be held in many communities throughout the country by many different kinds of groups whose work is concerned in whole or in part with children. Bookstores, libraries, schools, recreation departments will take official note again during this week's celebrations both of the child's needs for excellent reading material and of some of the many answers to that need.

Youth Day

UNDER recreation department leadership in Montpelier, Vermont, pupils in the parochial and public high schools are taking an annual hand in running the affairs of the town and so learning the ways of city government. Each year boys and girls from each school are selected because of outstanding scholarship and leadership. In each school the student body elected from the candidates presented four young people who would, for a day, take over the functions of the eight public officials charged with running the city. During the morning of Youth Day these eight boys and girls learn from their adult counterpart about his job. In the afternoon they meet in a council session and transact routine city affairs. At a luncheon given for the *pro tem* administration in 1946 the Governor of the State and the State Recreation Director shared the honors of the day.

Musical Show

STUDENTS at the University of Washington in Seattle had their own contest this spring for the best script for a musical show to be presented on the campus. About 100 students worked on the production called *They Can't Do This* which was chosen from 10 dramatic scripts and 20 musical scores. Many of the University's academic departments cooperated in making the show a success. The theme for this year's production was racial tolerance. Plans for next year include a full week of productions.

Weaving Center

SAN FRANCISCO'S Recreation Department has an up-and-coming weaving center. Servicemen returned from the war vie with Girl Scouts and Campfire Girls in turning fine fabrics off the twenty-odd looms set up for the use of anyone who is interested. Not the least important factor in the popularity of the weaving center is the outstanding specialist in the art whose expert instruction and advice are available to any weaver who wants it.

Winter Program

Two popular features of Winona, Minnesota's year-round recreation program are an indoor archery range and picnic suppers for children. Anyone interested in archery may use the range built in one of the city's indoor centers. Many boys make their own bows in craft classes.

Games, picnic suppers and dancing lure youngsters each week to another recreation center.

Playgrounds Are Born—Some playgrounds are created by legislation and appropriation of funds for the purpose. Others are born in the minds and hearts of a few people in a community—a few people who see a need and, with a gleam in their eyes and children on their minds, set about to fill it. One such ground came into being in Omaha, Nebraska, where the driver of an ambulance became seriously disturbed at the number of children killed or injured because their only playground was the street. He found a vacant lot, got the owner's permission to use it as a playground, persuaded the city fathers to clean it of weeds and grade it. Almost before you could say, "Jack Robinson," the youngsters had moved their baseball game from the street to their new and safe quarters.

In Denver, Colorado, a playground grew from the concerted efforts of members of the Lions Club. In 1943 these men presented a passion play. The money received in admissions was put to work for youngsters in the community and, three years later, a well-equipped playground was opened for their use.

Toward the Future—The Metropolitan Park District of Tacoma, Washington, has recently revised its list of long range projects for the improvement and extension of its areas and facilities. The projects total approximately $2,000,000 of which $781,600 are for the improvement of playgrounds and the development of new facilities on playgrounds; $298,000 for bathing beach development; $100,000 for new tennis courts, baseball diamonds and picnic units; $5,000 for day camping improvements, and $100,000 for a salt water swimming pool.

For the Crippled Child—The boy or girl who is physically handicapped need not be excluded from the experience of camping. For example the Pennsylvania Society for Crippled Children maintains a camp for such youngsters in the Pocono Mountains. A very popular activity there is the nature study period.

His Own Playground—An enterprising and imaginative father in Charlestown, Massachusetts, has turned his backyard into a playground complete with slides and swings, swimming and wading pool. Five hundred dollars for materials, some hard but interesting work and a good deal of ingenuity has transformed a 60′ x 40′ yard into a world of fun for a neighborhood.

Memorial Wheel Chair Club—Wilkes-Barre, Pennsylvania, has an unusual kind of club. The end and aim of the organization is to provide wheel chairs on loan to people who need them and cannot afford to buy them. Individuals or organizations donate the chairs, or groups set up clubs and raise money to purchase them. A chair given as a memorial is so marked with a plaque, and simple records of loans and returns are kept by the clubs.

Youth Workshop—August 15 and 16 were days set aside to consider the needs of Georgia's young people. At that time a Youth Workshop, planned cooperatively by teen-agers and adults, was held in Macon. Young people and workers with young people came together from all over the State under the aegis of the Georgia Citizens' Council to study ways in which young people can most effectively incorporate their activities into community living.

Workshop—A new activity has recently been added to Chicago's roster of recreation possibilities. The Chase Park Radio Workshop is open to any resident of the city who is over 16 years of age and is interested in radio acting or writing. This group is presenting a radio series known as *Playground of the People* over WGNB. The scripts are written, acted and produced by members of the Workshop and consist of dramatic episodes centering in one or another of Chicago's recreation opportunities.

Project for the People—Citizens of Loveland, Colorado, have their eyes glued on a recreation park that is taking shape as rapidly as dirt-moving machinery can clear and prepare 92 acres of land along the river that bounds the city's southern edge. When it is complete the park will include facilities for golf and softball, boating and skating, horseback riding and tennis and shuffleboard and trap-shooting as well as playground equipment for the small fry. In addition there will be a Boy Scout center and a special section for 4-H Club members.

Anniversary Publication—From Wellington, New Zealand, comes *Tararua Story,* published to mark the Silver Jubilee of the Tararua Tramping Club. The book is a record of the history and development of an organization devoted to tramping ("hiking . . . is frowned upon by all full-blooded mountain clubs in New Zealand") and mountaineering.

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Director's Lot

(Continued from page 433)

phone number to call. He dials the number and quickly learns that Mrs. Blotz is on the other end of the line.

"Oh, yes," Mrs. Blotz begins after learning that she is talking to the recreation director. "My Albert came home crying today from the checkers tournament. I asked him what he was crying about and he said he got beat in the checker finals by a big kid from some other playground. I don't think it's fair to pit those bigger boys against the smaller ones, do you? My Albert, you know, is only four feet six inches tall."

The director explains that the playground children are grouped according to ages, and compete only in their particular age group. Size has nothing to do with games that require no physical contact. "Maybe Albert competed among the seniors by some mistake," the director tries to console Mrs. Blotz. "I will check with the man who handled the checkers tournament and find out. By the way, Mrs. Blotz, how old is Albert?"

"He's 15," Mrs. Blotz answers.

"In that case," the director tells Mrs. Blotz, "Albert should have competed as a senior. Our senior age group is from 14 years up. And if Albert did compete as a junior, I don't think he should feel too upset about getting defeated by a younger boy, even though the other boy was bigger. Do you think so, Mrs. Blotz?"

"Yes I do," she scoffs. "I still think it's unfair to match the bigger ones against the smaller."

"I'm sorry that you still feel that way, Mrs. Blotz," the director speaks politely, "but that's the way our program is operated. It seems to be very satisfactory with the majority."

"Not for my money," Mrs. Blotz howls as she slams down the receiver and comes within two tones of bursting the director's ear drum.

The director sits back in his chair for a moment and tries to relax until his hearing becomes normal. But he can't repose for long. There's bookkeeping to attend to, letters to write, telephone calls to make, planning to be done. Yes, it's planning, planning, and more planning.

The playground season is nearly finished and there's planning to be done for the fall and winter seasons. Plans for the Youth Club which meets weekly under the director's supervision; plans for handcraft and hobby clubs and such indoor activities as table tennis, chess, checkers, dramatics, badminton and photography. Soon it will be time to organize men's and women's gymnastics classes and after that basketball leagues for junior boys, senior men, and girls.

All of this means work, Mr. John Q., much mental work with its resultant headaches. Maybe you get your share of the latter at the office. However, we'll wager anything the recreation director's aspirin supply is as large, if not larger, than that of any executive in any other line of endeavor.

Still want to trade your woes, Mr. John Q.?

Young Foresters

(Continued from page 434)

Softball and swimming proved to be favorite sports, but horseshoes, shuffleboard, table tennis, and volley ball attracted their share of attention. One youngster proved himself resourceful enough to rig up a fishing pole and line. Every morning while the rest of the boys were still coming back for extra servings, he would walk into the mess hall with one or two bream which he gave to the cooks who saved them until they had enough and then had a little feast in the kitchen.

One of the highlights of the camp was stunt night when the boys themselves put on a program of entertainment. They proved a little timid at first but quickly forgot themselves in the fun of singing and telling stories. And as soon as one performer finished, the group would turn to another and call for him to perform.

Fun is not the only thing at the camp. It is planned for two weeks of instruction and actual participation in forestry problems. Just about everything in the book is taught to the boys during the two weeks, and if they return for their second year they have a good foundation in what correct forestry principles are.

The idea of the camp is not to make technical foresters of the boys, but to equip them for better management of their farm woodlands. What they learn may be measured in cash values to be received from better forestry practices on their farm forests.

Subjects taught the boys attending the camp for the first time are: Tree Identification, Forestry Tools, Gum Farming, Nursery Practice, Forest Protection, Farm Forestry, and Timber Management. In addition they are taken on side trips to see in actual operation the theory they have studied.

(Continued on page 444)

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IF YOU WERE FAMILIAR with A. S. Barnes and Company's *Sports Bulletin for Girls and Women* before its war-enforced leave-of-absence from the list of Barnes publications, you will be glad to know that it is again in circulation. If you did not know the *Bulletin* in prewar days you will probably want to find out more about it.

The *Sports Bulletin* will be published six times in successive months during this school year. It will be edited by Miss Alice Schriver, former chairman of the NSWA. It is directed toward teachers and students of physical education, primarily in high schools. Its subject matter will be concerned with physical education, recreation, methods, new ideas, new games and the like.

For further information address *Sports Bulletin,* A. S. Barnes and Company, 67 West 44th Street, New York 18, N. Y.

Citation to Firestone Tire and Rubber Company

(Continued from page 403)

This award by the Navy is in recognition and appreciation of the value of the series of booklets known as *Fun en Route, More Fun en Route,* and *World O'Fun,* millions of which were made possible by the Firestone Tire and Rubber Company and used by naval personnel on transports, landing crafts, hospitals, submarines and out-of-the-way posts. This cooperation of the Firestone Tire and Rubber Company with the National Recreation Association, publishers of the books, together with donations of Firestone Record Albums of classical music resulted in enriching the Navy's recreation program throughout the world.

Christmas in RECREATION Magazine 1932 - 1945

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A. D. Zanzig ..... December 1932
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When You Do Your Christmas Planning .. November 1933
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Children's Christmas Party, A
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Christmas Play for Everyone, The ..... November 1934
Oakland's Christmas Pageant
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Hartford Celebrates Christmas—And the Nativity is Presented, John M. Hurley February 1939
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Polar Christmas Party, A, Leah Sewell .. November 1941
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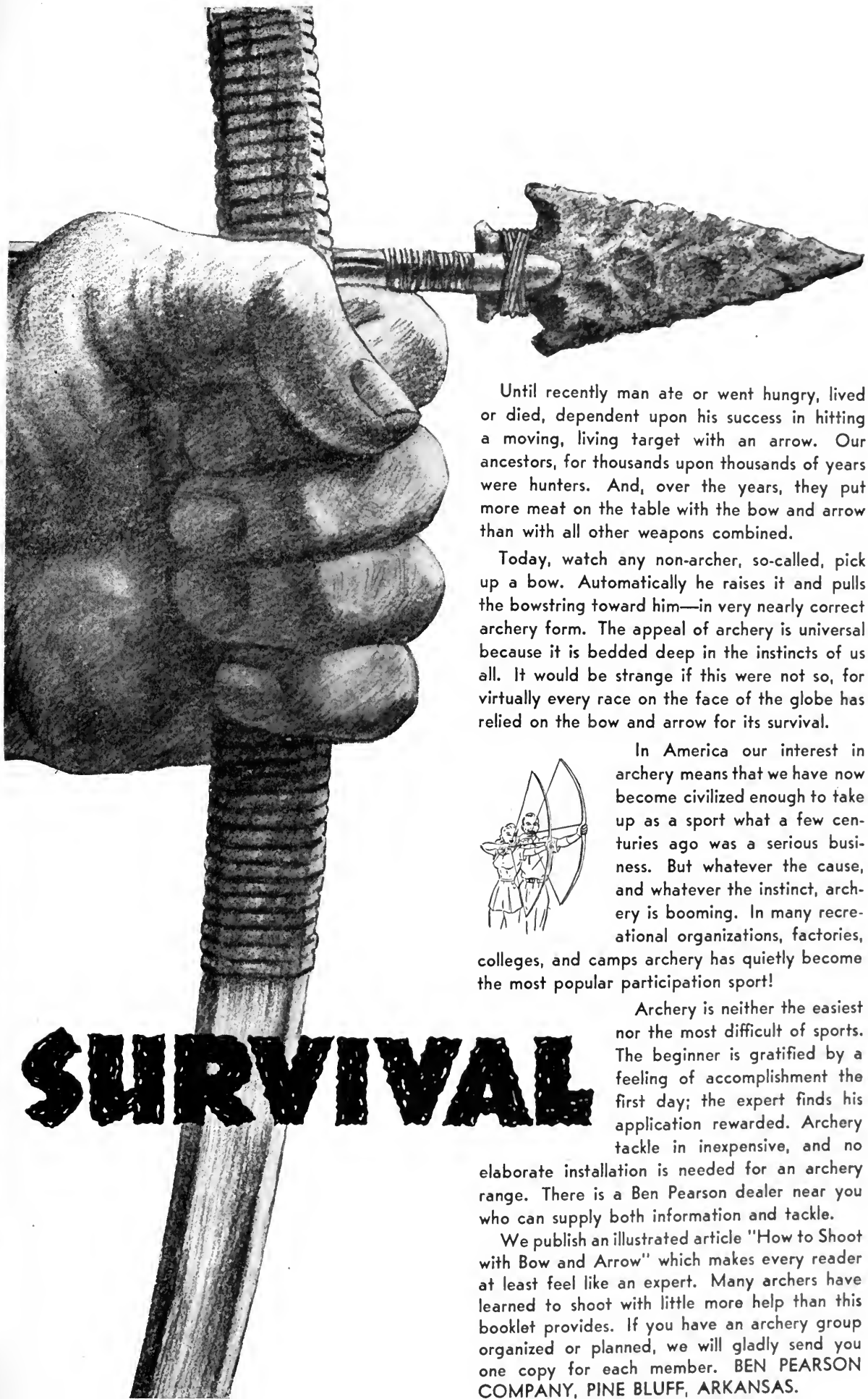
Lucia Dagen, Jonathan Sax ..... December 1941
Christmas Wrapping Paper ..... December 1941
Gifts Are Not Always Brought by Santa .. November 1942
Christmas Novelties for Everyone
Marguerite Ickis ..... November 1942



SURVIVAL

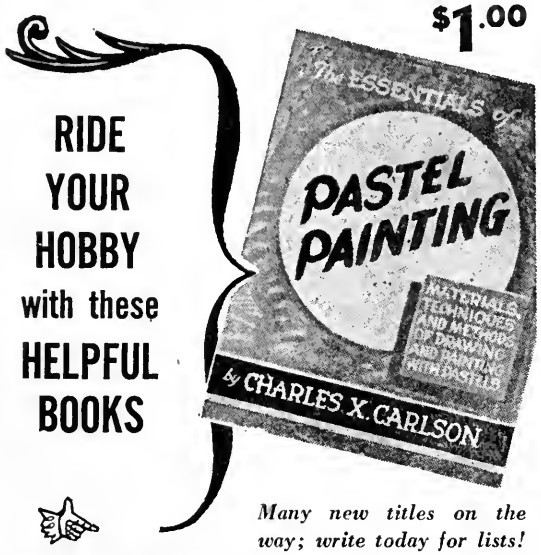
Until recently man ate or went hungry, lived or died, dependent upon his success in hitting a moving, living target with an arrow. Our ancestors, for thousands upon thousands of years were hunters. And, over the years, they put more meat on the table with the bow and arrow than with all other weapons combined.

Today, watch any non-archer, so-called, pick up a bow. Automatically he raises it and pulls the bowstring toward him—in very nearly correct archery form. The appeal of archery is universal because it is bedded deep in the instincts of us all. It would be strange if this were not so, for virtually every race on the face of the globe has relied on the bow and arrow for its survival.

In America our interest in archery means that we have now become civilized enough to take up as a sport what a few centuries ago was a serious business. But whatever the cause, and whatever the instinct, archery is booming. In many recreational organizations, factories, colleges, and camps archery has quietly become the most popular participation sport!

Archery is neither the easiest nor the most difficult of sports. The beginner is gratified by a feeling of accomplishment the first day; the expert finds his application rewarded. Archery tackle in inexpensive, and no elaborate installation is needed for an archery range. There is a Ben Pearson dealer near you who can supply both information and tackle.

We publish an illustrated article "How to Shoot with Bow and Arrow" which makes every reader at least feel like an expert. Many archers have learned to shoot with little more help than this booklet provides. If you have an archery group organized or planned, we will gladly send you one copy for each member. BEN PEARSON COMPANY, PINE BLUFF, ARKANSAS.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Christmas Party That Re-Creates, A
Rachel Davis-Du Bois .....December 1943
Hanging of the Greens, The.....November 1944
Decorations by the Family.....November 1944
Bedecked with Bays and Rosemary.....November 1945
Toward a Community Christmas.....November 1945
Play for Christmas? A .....November 1945
Children's Christmas Program .....November 1945
Festival of Light .....November 1945
Christmas in San Francisco, 1945
Lydia Patzett .....December 1945
Santa Comes to Roseland
S. W. Hudson, Jr.....December 1945
Custom of Mexico .....December 1945

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

Scholastic Coach, September 1946
High School Football Rules Changes, H. V. Porter.
Football for Graders? Lyman L. Bryan

Junior League Magazine, October 1946
How to Read a Play, Helenka A. Pantaleoni

National Parent-Teacher, September 1946
A New Day for the Mentally Deficient, Edward L. Johnstone

The American City, September 1946
Along the Waterfronts, Part II

Holiday, September 1946
Having Any Fun? Malcolm S. Knowles

The Jewish Center, September 1946
The Jewish Center During the War Period, Benjamin Rabinowitz

The Child, September 1946
Trends in Day Care, Alice T. Dashiell

California Parent-Teacher, September 1946
Let's Go Camping, Hannah Ball
Play, George Hjelte

The Nation's Schools, October 1946
Schoolhouse Planning

Journal of Health and Physical Education, October 1946
Contributions of Sports to Women's Fitness, Arthur H. Steinhaus
Dance Accompaniment for Children, Mary P. O'Donnell
The College Intramural Program, Thomas E. McDonough
Adequate Program Standards, A Committee Report, Vaughn S. Blanchard, chairman

The School Executive, August 1946
Gymnasiums and Playrooms (symposium)

PAMPHLETS

Christmas and the Out-of-Doors
Girl Scouts National Organization, 155 East 44th Street, New York 17, New York. Price 65 cents

Prevention in Action (Bulletin 11)
New York State Youth Commission, 24 James Street, Albany, N. Y.

Backyard Playgrounds (Leaflet 234)
Outdoor Cookery (Leaflet 220)
Extension Service, Massachusetts State College. Amherst, Massachusetts

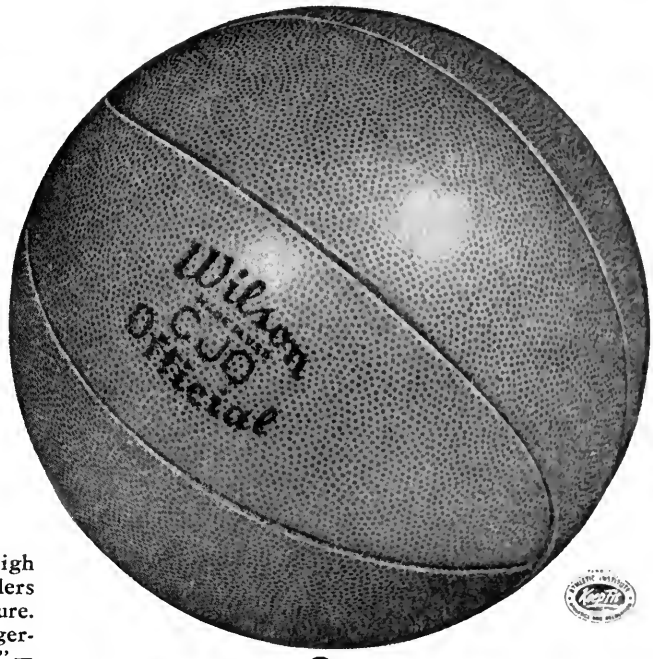
Jewish Holidays —Do You Know Them? Elise F. Moller
The Womans Press, 600 Lexington Avenue, New York 22, N. Y. Price 15 cents

The Motion Picture—A Selected Booklist
Published by the American Library Association. 50 E. Huron Street, Chicago 11, Illinois and Warner Brothers Pictures, Inc.

Swimming Pool Operation (Educational Health Circular No. 125)
State of Illinois, Department of Public Health, Division of Sanitary Engineering, Springfield, Illinois.

Recreation — Program and Guide to Fall and Winter Activities, 1946-47
Playground Department, St. Paul, Minnesota

Proposed System of Recreational Facilities, City of Detroit (No. 2 in a series) August 1946
City Plan Commission, 901 Griswold Building, 1214 Griswold Street, Detroit 26, Michigan



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State Recreation News Notes

USE OF THE STATE PARKS in Texas is illustrated in the following items reported in *S-Parks* for July 1946, published by the Texas State Parks Board:

- Boy Scout overnight camping trip. (They got 30 minutes' sleep.)
- Railroad engineers' picnic
- Family reunion picnic
- Six-day youth conference
- Farm Security Administration employees' fish dinner and party
- American Radio Relay League's first postwar field day
- A picnic for 144 deaf persons from 14 leading Texas cities
- Picnics for employees of business concerns
- High School Senior Class dance
- 4-H Club girls' encampments
- Fourth of July celebrations in many of the parks which broke previous attendance records.

The first meeting of the Advisory Committee on Recreation to the Indiana Economic Council was held in July at Indianapolis. In Indiana the Council is the State planning agency. Representatives of the various State agencies interested in recreation described their programs and plans. An Organization Committee, authorized to proceed with the organization of the Advisory Committee, meeting later, selected committee chairmen for subcommittees on research, legislation, field service and training, public relations and standards.

F. L. McReynolds, Indiana 4-H Club agent, stated recently that his work is concerned with the development of "Individual recreation resources in the young people of the State."

The State of Indiana held its first training institute for park executives in the spring of this year. The institute was sponsored by the Division of State Parks of the Indiana Department of Conservation, Indiana University, and the Indiana Park and Recreation Association. Eleven superintendents of State parks and thirteen superintendents of municipal park departments attended the institute as well as a number of board members, supervisors and others. Subjects covered almost the whole field of park recreation, park planning, park maintenance and park use.

School forests are available to any school in Ohio. On application to the State Forester, any school which has an acre or more of land available can secure free of charge from State nurseries up to 1,000 trees per acre of land. Planting operations must be supervised by someone who has had at some time a successful plantation in the community.

G. B. Fitzgerald is Consultant on Recreation in the Physical Education Department of the University of Minnesota. He is devoting a great deal of his time to services of various kinds to Minnesota communities.

Plans have been announced by the State of Pennsylvania for creation of 18 artificial lakes and innumerable ponds within the next year in the Southwestern corner of that State. The lakes and ponds will be located within about 30 miles riding distance of practically every home in the area and will be designed for the pleasure of an entire family. The work will be financed by part of the $16,500,000 fund set aside for beautification and conservation in Pennsylvania.

The Pennsylvania State College offered a Community Recreation Workshop, September 3-20, 1946, as part of the 1946 summer session. Fred Coombs, formerly Assistant Superintendent of Recreation at Greenwich, Connecticut, has just accepted an appointment as Associate Professor of Physical Education at Pennsylvania State College and will be giving consulting and field service to Pennsylvania communities.

Recommendations

THE RECREATION COMMISSION of Dearborn, Michigan, has recommended a program which includes water lines to the ball diamonds, multiple-use paved areas where year around activities can be carried on such as roller skating, dancing, basketball, shuffleboard and other games, grading and laying out of baseball and softball fields, construction of shelters, comfort stations, drinking fountains, tile drainage systems for athletic fields, skating and hockey rinks, locker rooms and showers, tennis courts, storage building and repair shop, outdoor theater, band shells, grandstands and well designed community centers.

The Recreation Commission recommended to the Mayor and Council the purchase of a large camp site which must be included in a modern municipal recreation program. Such a camp would afford facilities for boys, girls, adults, and family groups and should be in a comparatively secluded section bordering on a body of water suitable for swimming. Because of the interest of other organizations in camping, the Dearborn Municipal Camp would afford opportunities for these groups to raise funds and provide various cabins and other buildings for the youth of our city. Because of year around camping, the site should lend itself to hiking in the fall, sledding and skating in the winter in addition to traditional camp activities during the spring, summer, and fall for children, families and clubs.

Young Foresters

(Continued from page 438)

For instance, they visited the wood industries in Gainesville — crate mill, saw mill, moss factory, excelsior mill, chemical retort plant. At Lake City they visited the tobacco market, planting projects already thinned for pulpwood, post peeler plant, and projects where selective cutting is practiced. At Olustee they went through the naval stores station, the nursery, and Osceola National Forest.

Second year boys on the other hand were taught more advanced subjects such as logging and milling; marking, cruising and estimating timber stands; and telephone line construction and maintenance. In each of these courses they had practical experience, actually doing the work. Under the expert guidance of trained and technical foresters the boys were permitted to go into the woods and cruise, mark and estimate the stands.

The main value of this course for the Future Farmers of America was that it permitted them to learn at first hand how to do the job. Then they could return home and apply what they had learned.

Citation to National Recreation Association

(Continued from page 403)

before and during World War II, among which were:

Helping to mobilize the recreation forces of the country for service in defense preparation.

Making available information about experiences gained in the first World War.

Helping to recruit the Navy's efficient force of recreation and welfare personnel.

Planning and providing millions of copies of recreation booklets for use by Naval personnel in all parts of the world.

Advising in recreation plans for men in occupied countries waiting to come home.

Assisting Naval personnel in returning to community life.

Aids for Your Program

THERE IS PROBABLY NO art so difficult as that of combining really good entertainment with really good teaching and doing it in such a way that the moral doesn't jump up and take a poke at you. Such a combination has been worked out in a ten-minute, 166 mm film in color and sound that will be of especial interest to recreation workers.

Pudge came into being in response to requests from teachers for films to demonstrate good social attitudes. It is the story of a boy and his dog—of responsibilities that go hand in hand with fun in the relationships between a small boy, his family, his friends and a red cocker spaniel. The "leads" —boy and pup—are an ordinary, everyday lad and an ordinary, everyday dog. The boy is a member of the Palo Alto Children's Theater which is part of that community's tax-supported recreation program. The dog is mascot for the same organization. The film "does a job" for entertainment and for teaching.

The Buttons Go Walking is another aid for program enrichment that comes out of the Palo Alto Children's Theater. It is a combination of film strip or slides and phonograph record. It tells the story of a family who find it difficult to carry out their creed of "doing things together" when they try to walk on a city's streets. The film strip (or slides) takes the Button family through various walking adversities till they find that, in the country, they can walk as they like. The record, on the one side narrates the story with specially composed background music. On the other side the recording carries the music alone. The combination of visual material and recordings is an excellent medium for working with young children in the development of rhythms and rhythmic play.

For further information about *Pudge* and *The Buttons Go Walking* write to Children's Productions, Box 1313, Palo Alto, California.

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Style 266 "Pan Hellenic" girl's gymsuit is the last word in style and action freedom. A masterpiece because it follows the simple classic lines which flatter all types of figures, yet designed for practical use either in the gym or on the playground. You'll find this and many other styles in our 1946 line.
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Books Bring Adventure Series III

THE THIRD *Books Bring Adventure* transcription series is now ready for distribution. It may be rented for air use over local radio stations on sustaining time or purchased for non-air use by groups whose equipment includes a transcription playback.

Like its predecessors this series is composed of thirteen 15-minute radio dramatizations of children's books. Its title is *New Worlds a-Growin'*, and the subject matter deals with adventure in the development of western civilization from the twelfth through the last half of the nineteenth centuries. The books which have been dramatized for this series are:

Falcon Fly Back	Elinore Blaisdell Julian Messner Co.
The Hidden Treasure of Glaston	Eleanore M. Jewett Viking Press
The Boy Knight of Reims	Eloise Lounsberry Houghton Mifflin Co.
He Went with Marco Polo	Louise Adams Kent Houghton Mifflin Co.
Master Skylark	John Bennett Appleton-Century Co.

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Spice and the Devil's Cave	Agnes Hewes Alfred A. Knopf, Inc.
Mayflower Boy	Stanley Young Rinehart Publishing Co.
Madeline Takes Command	Ethel C. Brill Whittlesey House
The Golden Horseshoe	Elizabeth Coatesworth Macmillan Co.
Johnny Tremain	Esther Forbes Houghton Mifflin Co.
Courage Over the Andes	Frederick A. Kummer John C. Winston Co.
By Wagon and Flatboat	Enid Meadowcroft Thomas Y. Crowell Co.
On to Oregon	Honoré Morrow Morrow Publishing Co.

Recordings, playable on an ordinary victrola or record player are now available for the first series and will shortly be so for the second. The records for any one book may be bought separately. For further information write to Miss Gloria Chandler, Radio Consultant, Association of Junior Leagues of America, The Waldorf-Astoria, New York 22, N. Y.

Women Go After Recreation Facilities

THE ENERGY and resourcefulness of the little town of Essex Center, Vermont was proven when a group of women known as the Community Council met at the home of Mrs. Fred Goddette to take stock of winter accomplishments and make plans for the future. This Council was formed at the beginning of the war. It is made up of representatives of all organizations in town, and although primarily meant to handle emergencies stemming from the war, it has shown it is not afraid to tackle any undertaking and is able to accomplish whatever it sets out to do. Its members have found that when the community is behind a project, it is easy to raise money.

Four years ago, when a building was needed for Red Cross activities and for an air raid shelter, they negotiated the acquisition of the old Congregational Church which had been deeded to the Methodist Church and was never used. This was a good brick building and through the efforts of the president of the Outlook Club and the president of the Home Demonstration Group, permission to use it for any purpose coincident with the good of the community was secured.

The old church was in no condition to be used, so it was decided to fix up the basement for the time being, and to do it at once without much money. This was where the menfolk came in, for like most communities, Essex has carpenters, plumbers, repair and handy men among its residents. Everybody was interested and everybody advised and worked, donating their time and energies for the good of all. A cement floor was put in, the place was painted, and running water was piped into the building. A piano was donated. Attics yielded rugs, pictures, kitchen utensils and furnishings. The job was done at night after the day's work was over. It was speeded up by the music of laughter.

Since then the Community Center, as it came to be called, has served as a meeting place for the Woman's Club, Home Demonstration groups, 4-H Clubs, youth organizations, farm meetings, teachers' receptions, parties, public health clinics, and town meeting dinners. Red Cross sewing was done there all through the war. The building also houses the community loan and supply closet.

Now the upper floor is needed for an auditorium and for recreation. It must be thoroughly cleaned and redecorated, the beautiful old Vene-

tian blinds cleaned and retaped. But the roof leaks. The belfry is rotted. It is past fixing. The old bell must come down. No ladies' job this, since the bell measures four feet across.

But there are men in town with ladders and ropes and skill and experience in such matters. It has been suggested that some of them, in their younger days, may even have climbed to this old belfry on a dark October night. For the village bell has been known to ring long and loud on Hallowe'en, and so far as townspeople can recall, nobody ever saw spook or goblin pulling the bell rope.

So the bell will come down, and a new roof will be put on, and money and labor are essential. A committee of women have been holding dances and card parties to earn the money. Some gifts have been received. They now have $400 to start the roof.

Labor? Why the men are going to donate that. Some of them have already offered—or their wives have offered for them. The women have promised to serve a sumptuous dinner to the men who come to work on the roof and who—they ask—would want to miss that?

This isn't the first time the women of this town have set out to get a building for their community. About 14 years ago they needed a library, so they entered a newspaper contest, won an automobile, sold it and used the money to build a library, a tribute to a group of women who dared to do what everybody said couldn't be done.

Now they are giving a repeat performance and soon will have a model community center, ready to serve the people, and encourage other towns to do likewise.—*Margaret Ayers.*

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DULUTH, MINN.

Durham, North Carolina, Prepares Museum for Early Opening

THE CITY OF DURHAM, through its progressive Director of Recreation, Mr. C. R. Wood, has in cooperation with the William T. Hornaday Memorial Foundation, taken steps to establish a children's nature museum for the young people of Durham.

The City of Durham is providing a most attractive small building situated in the middle of a lovely bird sanctuary, part of the city park system. The Hornaday Foundation is providing a trained museum consultant, to assist in laying out both the outdoor and indoor equipment for the children's museum. Valuable museum specimens are also being supplied by the Foundation. Construction of a turtle pond, snake pit, wild flower garden, fern garden, will soon be under way. The building of museum cases to house the museum's exhibit material will be done in the museum building.

Miss Miriam L. Evans, field consultant for the Hornaday Foundation will arrive in Durham on June 1st to open a popular nature study program for the children of Durham, which will be carried on during the three summer months.

The development of a larger children's museum to be located in the center of the city is under consideration in the fall. This children's museum will be carried on in conjunction with the present children's nature museum.—Taken from *New Horizons,* March-April, 1946.

Community Organization and Planning*

Community Surveys

WE HAVE A DOG that, whenever she is embarrassed or confused, stops and ostentatiously scratches herself. Scratching is useful when there are fleas, but often seems to serve only to create a semblance of purposeful activity.

Community surveys are helpful when effective action is being hindered by lack of accurate information. However, as a substitute for vital community living they are commonly sterile. Sometimes we find elaborate surveys being carried on as a sort of mystic ceremony having virtue in itself, while obvious needs and opportunities for neighborliness and friendship are disregarded. In such cases surveys may serve to give a sense of relief from social responsibility, an unearned feeling of "doing something about it." Sometimes formal surveys actually becloud and confuse very simple human relationships, until one is reminded of the familiar lines:

The centipede was happy quite
Until a toad in fun
Said, "Pray which leg comes after which?"
That worked her mind to such a pitch,
She lay distracted in a ditch,
Considering how to run.

*Reprinted by permission from *Community Service News*, May-June, 1946.

Corrections

TWO ERRORS occurred in articles in the September issue of RECREATION for which apologies and corrections are in order. The title of the author of *Recreation on Welfare Island* (page 304) should be "Maxwell Lewis, Superintendent, Home for Dependents, Welfare Island, New York."

In the article *Antidote to Loneliness* the sentence on page 335 which reads "It seemed almost impossible to find a suitable place in the French Quarter until the School Board came to the rescue," should read ". . . until the Playground Community Service Commission came to the rescue," according to L. di Benedetto, Manager and Assistant Secretary for that organization.

Our thanks to Mr. Lewis and Mr. di Benedetto for giving us an opportunity to correct these errors.

Opera by the People

MUSIC HAS BEEN a main program emphasis this year for the Indianapolis Department of Parks and Recreation. The season culminated in three performances of Noel Coward's opera, *Bitter Sweet*, which played to audiences totaling over 27,000.

What is probably the most ambitious out-of-door musical program ever presented in this State came as a result of the hard work and tireless efforts of Mr. Paul V. Brown, Director of Indianapolis Department of Parks. He was assisted by a large civic committee of men and women who gave generously of their time and talents to make possible a major event of such tremendous proportions.

On the stage in front of the grandstand at the Indiana State Fairgrounds, difficult staging problems had to be met. Steel towers which would withstand a 40-mile-an-hour gale were erected to support scenery towering 20 feet with no covering or other protection against the elements. Lighting and sound required the utmost skill in engineering to insure undistorted production of the voices in their various nuances. Special insect bombs were used to prevent destruction of color gelatins, and problems of blending the lighting into the evening sky were overcome. The Superintendent of Planning for the Indianapolis Parks augmented his staff with experts in stage design and construction.

Paid admissions were estimated at around 9,000 but there were 10,000 free seats at each of the three performances. Although the production was not entirely self-sustaining, sufficient funds were made available through donations and fund raising events to prevent an "in the red" conclusion.

The opera season was made possible through the wholehearted cooperation of the Indiana State Fair Board which gave the use of the grounds and grandstand, the Indianapolis Department of Parks and Recreation, and a newly formed organization known as the Indianapolis Theater Association headed by Joseph Bloch, a member of the Park Board. An army of volunteers representing civic clubs, musical organizations, business groups, luncheon groups, department stores, music shops as well as numerous individuals gave their support.

In his curtain talk following the opening performance the Director of the Indianapolis Opera Theater said, "Indianapolis and Indiana can be very proud of this occasion because it is all home talent. These are our own singers, our own production staff and designers. If you want opera

next year and the year after, you can have it, but we will need your support and financial backing in such a tremendous undertaking."

Plans are rapidly being completed for the erection of an Open Air Amphitheater which will be financed through a bond issue. This huge plant will be complete in every detail and will include rehearsal stages, adequate dressing and costume rooms and a stage sufficiently large to employ the latest techniques in outdoor sets and operatic pageantry.

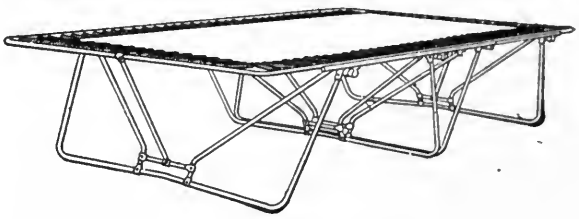
This is the third season of opera here. Two Gilbert and Sullivan Operas have been presented. With *Bitter Sweet* a new high was reached in musical pleasure. It is noteworthy that lead parts were assigned through auditions and young singers were given consideration throughout the casting of chorus and leads. It is hoped that a longer season can be given next year. Four weeks as the very minimum is the present plan.

Making Playgrounds Out of Backyards and Living Rooms

POLIO! THIS DREAD DISEASE made its appearance in epidemic proportions in Minneapolis during July and August of 1946 and brought to a halt practically every group activity for children. Upon the advice of Dr. Frank Hill, City Health Commissioner, all activities for children under 15 years of age were cancelled. This meant that our annual children's playground circus, one of the feature events of the summer season, was out. More than three weeks of nightly community sings were cancelled. Play-offs in softball, baseball, and city-wide checker and horseshoe tournaments could not be held. In short, the whole machinery for the recreation of a city of more than a half million people ground to a stop.

The Health Commissioner recommended that children should be confined to their own neighborhoods and to playing with the children in their immediate vicinity. The children were not able to attend their local playgrounds.

So it became a problem of what to do to keep children happy and occupied and at the same time confine them to a limited play area. The Minneapolis *Daily Times* asked the Park Department to make suggestions on games and stunts that children might do in small groups and within a limited space.



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● Educators—Military trainers have found its value in actual use.

Write for Free Literature

NISSEN TRAMPOLINE

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These suggestions were included in a full page spread in the Minneapolis *Daily Times* on four different nights. The *Times* then asked for suggestions from the readers themselves and more than 900 game ideas were submitted.

All of the radio stations in the Twin City area cooperated with George Grim, columnist of the Minneapolis *Morning Tribune* and radio personality, in his appeal to them to use appropriate time each day for the broadcasting of programs entertaining to children, and Grim himself reverted to his first radio role of Uncle Ray who read the comics to his youthful audience every evening. Station KUOM of the University of Minnesota which had no commercial commitments turned over the greater portion of its afternoon and early evening time to the entertainment of the "kids." Station WDGY used its precious commercial hour from 7 to 8 P.M. for broadcasting the band concerts and community sings which had been canceled in the Minneapolis parks. These concerts were held in the ballroom of the Nicollet Hotel

and were the result of the joint cooperation of the Minneapolis Park Board, the Minneapolis Musicians Association, the hotel management, the radio station, and the irrepressible George Grim, who served as Master of Ceremonies.

It was, indeed, heartwarming to note the breadth of cooperation which was accorded by every organization both public and private in the effort to provide some measure of fun for boys and girls in the midst of a summer playground season and in the face of the tragic circumstances of the polio epidemic.—*Alice Dietz.*

From a Visitor, Frank But Friendly

A MAN OF LONG EXPERIENCE in work with youth has recently been studying youth movements in the United States. In his own country he has been working with clubs which serve both sexes, age 14-20, with membership open to Catholic youth as well as Protestant. The centers are open every night, including Sundays, and the program includes gymnasium work, dramatics, activities in game rooms, crafts. At 9:30 each evening both boys and girls come together in the canteen for informal visiting. The clubs close at 10:15. New members are nominated by two members in good standing, who are responsible for the conduct of the new members for the first month. The members are expected to go to some religious service weekly.

This leader felt that in America the programs were too much of one pattern; that many of the agencies were large and impersonal; that certain of the agencies have no souls. He was also fearful of the complicated machinery which is developing and wondered how we were going to keep attention and service focused on individuals.

He said, "For the most part, in talking with many professional people in the U. S. I have not understood what they were talking about. My whole vocabulary has changed. Many of the words used by workers are not at all common. It does not seem to me that the professional terminology which I have experienced is conducive to good service."

He was also troubled about the extravagant record systems. He considered it very important to know boys and girls *personally.*

It is helpful sometimes to have the friendly view of one who comes from away and who is willing, after an extensive visit, to share his thinking with us in a frank, kindly way.

"We Deck Up Our Houses"

(Continued from page 427)

barium chloride	green
strontium chloride	red
copper chloride	blue
potassium nitrate	purple
sodium nitrate	yellow
copper nitrate	blue

Safety note: Be sure the fireplace has a good draft and don't inhale the smoke.

On page 440 of this issue of RECREATION you will find a list of Christmas articles that have been published in past years. Some of these carry other suggestions for Christmas crafts. You might want to check your own files or your library's and add some of these ideas to those described in these pages.

The Challenge to Recreation

(Continued from page 415)

veloping American principles through recreation. Appropriations for this work were then cut off by Congress because the program was considered to be "pampering the people." Since there was no support for an American program, there was actually an intensification of the Japanese type of activities *and the necessary frame of mind to go with them.* The young Americans, the Nesei, had no money to develop their interests in the U. S., and were forced to attend the drama, sumo, judo, and the like which were carried on by the contributions of the Issei and which were culturally pro-Japanese.

Contrast this unappreciative evaluation of the recreation possibilities with the "Kraft durch Freude" (Strength through Joy) movement in Nazi Germany. There, recreation became a tool to develop Nazi ideology. It used all the techniques and activities — sports, athletics, games, socials, clubs, trips, excursions, picnics, with a definite aim of developing loyalty under a system of "leaders." These Germans enjoyed Nazism. Their recreation was paid for out of party funds and was a sugar coating for the content of Nazi philosophy. It was fun to be "led" around having a good time. Recreation was the "joyous wedge" which pried open the young peoples' and the workers' minds to Nazism.

Should recreation do less for democracy? We think it is the best system of government for the world. Should recreation lose its opportunity? Should we not actively consider and promote democratic living? Will we accept the challenge?

A Program

A dynamic program with a basic democratic philosophy demands:

Participation in planning and thinking by as many people as possible. This means less managerial efficiency and more ability to work with people.

Understanding the general lethargy of the average person, his fear of expressing himself, and making both participation and self-expression joyous.

Appreciation for the fact that this participation in thinking and planning results in some delay and perhaps exasperation, but it is also the fundamental basis of democracy. It is the method which is important.

The leaders' positions are not to tell people what to do, as in Nazi Strength through Joy, but to guide people away from mistakes. Lack of planning is one of these mistakes.

Leadership of this kind goes from the very top to the smallest unit. Executives usually have an understanding of it but statistics, administrative procedure, business efficiency often enshroud their ability to make it work. It ought to get through to every worker with top executive support. If we recognize the important position we have in directing the future of the world, we will have found the challenge to recreation.

French journalist, M. Louis Martin-Chauffier writes: "What is civilization but the proper use of leisure?" (*Time* Magazine, July 8, 1946.)

Recreation Guidance

(Continued from page 414)

the use of defense mechanisms or other unsound procedures.

The development of appreciations. This includes appreciations of music, art, the drama, journalism, literature, athletics. Long ago Herbart suggested that education should *result in interests*. Recreation guidance should help young people to find for themselves, large, rich interests which will be a joy to them throughout life.

"A Winning Team Needs a Good Mat"

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The development of knowledge. One of the by-products of recreation is the amount of knowledge which is gained by individuals through their pursuit of hobbies and recreation interests of various sorts. Indeed many people have, through their recreation, become experts in various fields of knowledge. They were led on to this by a keen enthusiasm which gave them great fulfillment for their personality needs.

Guidance Not Dictation

Any form of guidance implies two things: the presence of a guide who is able to give help, and freedom of choice on the part of the guided. It is of the essence of recreation that compulsion is absent. Recreation guidance, therefore, must provide the facilities and the stimulation which will enable boys and girls and men and women to discover for themselves outlets of expression which happen to be channels appropriate to their abilities and which will give to them great satisfactions in achievement, recognition, self-esteem and independence.

Tigertown Jamboree

(Continued from page 432)

All the booths housed accuracy games. Throwing a football through a hole, knocking wooden milk bottles from 55-gallon oil drums with baseballs, tossing handballs through embroidery hoops, throwing darts at balloons, shooting wooden sticks at cigarettes and chewing gum, and tossing hoops over prizes were all part of the money raising contests. Equipment from the playground was used. A golf driving net was erected and supervised by a local golfer with teen-agers to assist. Clock golf with young and old trying to make a hole in one was another center of interest. Archery was popular and safe with bales of hay from a local feed store outlining an area protected on all sides from stray arrows.

"The world famous Swami" (a member of the local Volunteer Fire Department), dressed in regal attire arrived on both evenings in a police car, with sirens to announce his appearance. He told fortunes in a tent borrowed from the Girl Scouts.

A "jail" was set up on a bandstand and teen-age "policemen" were deputized by the chief of police for the two evenings. They "arrested" girls for all kinds of ridiculous "offenses" and took them to jail to remain until "bailed out" and "married" by the "justice of the peace." The boys helped out and married their favorites, and the girl with the most rings at the end of the evening was awarded a Teddy Bear doll for being the most popular lady.

The refreshment booth was also handled by a group of teen-agers. In addition to food made by the girls and their mothers, ice cream, hot dogs and "cokes" were sold at the stand.

Dancing to teen-age Barrett's Band in an area roped off by Police Chief Chester B. Campbell and his men was very popular. Dancers of all ages were waltzing and jitterbugging from the first dance at 7 P. M. until midnight. The jitterbug contest with teen-agers dancing away for the loving cup prize proved a fitting climax to the two evenings of fun.

Mayor Emerson C. Church drew the winning tickets for the raffle of a radio and a pressure cooker.

In addition to raising over $700 for their building fund and providing entertainment for over 4,000 people in two evenings, the teen-agers of Tenafly proved that they can carry responsibility by showing what an excellent job they can do if only they are given the opportunity.

Planning Christmas Parties

(Continued from page 424)

Christmas legend from across the seas that makes all aware that Christmas is everywhere, in every land.*

With such a beginning, with the guest of honor in your heart, there is only one way your Christmas party can end—with the singing of a few more carols and a *happy* "Merry Christmas! I've had a wonderful time."

*See page 456 for a review of a new collection of such stories.

The Navy's Peacetime Plans for for Recreation

(Continued from page 430)

will not be available in peacetime. Greater restrictions on expenditures have been imposed on commanding officers to prevent some of the common abuses which occurred during the war.

It was very gratifying to the writer to see the number of commanding officers in the Navy, who when faced with the loss of their recreation or physical fitness officers through demobilization, would call or send a dispatch to the Navy Department requesting an immediate replacement or permission to hold the incumbent until a suitable relief could be located.

As long as the Navy continues to select men like Capt. R. E. Wilson to direct its Welfare program its men will never want for a well-balanced and diversified program of recreation, physical fitness and education. Capt. Wilson has an excellent concept of these programs as demonstrated by his fine speech before the Recreation Congress this year.

Recreation for Older People in Rural Communities

(Continued from page 418)

with this "Ring-around-a-Rosy" group she gives the Book Wagon news and takes orders for the books to be distributed to those who are too infirm to come for them.

State Grange and Old Age Assistance

The State Grange Lecturer suggests that a survey be made of our elderly people and then work be done with those who haven't been able to discover themselves. In this way, they may be able to find interest in some happy and helpful hobby, instead of letting them believe that they are just sitting around waiting for their "Master's call."

Of the older people who are able to come to the Grange and are active, many participate in square dancing and games. Some who come to Grange but cannot participate in active physical recreation prepare the write-ups of the Grange meetings for the daily or weekly newspaper, write letters to the shut-ins or hospital patients, prepare scrapbooks for children's and veterans' hospitals, cut out clippings of interest for the Lecturer or do some research work or look up references on a particular subject. The Lecturer relies on this group.

Many aged, indigent persons who are recipients of public assistance and who are past the age of productive employment, have nothing for the future. Too often for these needy old men and women there are no adequate opportunities for satisfying recreation and their lives are lonely and empty. The Old Age Assistance Department tells us of the need for recreation for those who are dependent. While the average age of Vermonters receiving aid is 76, many are employed in the State between the ages of 80 and 86.

Statistics aren't necessary to prove that there is need for more recreation and the fuller life in rural areas for our elderly. Our number of admissions to the mental hospitals among the old age group is far too high and while there are other factors, I believe the remark of one old man about his wife when she was committed is self-explanatory, "She ain't been out of the house for 40 years. She ain't been to the city to get unsettled. I can't understand it."

The contribution which the Extension Service through its Farm Bureau and Home Demonstration clubs, the Grange, the State Library Extension Service through its Book Wagons, the Arts and Crafts Service is of inestimable value to the leisure time life of elderly people. The State Community Recreation Advisory Service tries to help communities appreciate their responsibilities. The Vermont Federation of Women's Clubs will finance two Rural Recreation Leadership training courses each of a week's duration organized by the Director of Recreation. Programs for older people will be included in the course.

Someone said, "People do not stop playing because they grow old. They grow old because they stop playing." Webster defines recreation "to revive, to refresh, to create anew."

We are challenged perhaps as never before to develop a more sympathetic, intelligent and keener understanding of the needs of our older citizens.

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If we can revive, refresh or create anew we will give them a new zest for their pursuit of happiness and the abundant life.

—Adapted from an address delivered at the National Conference of Social Work, May 1946.

Home Again and Together

(Continued from page 431)

cate a piece on the juke box and to watch the celebrator make a wish, blow out the candles and then cut the cake for all. The celebrator is sent into another part of the building on a faked errand while the cake is being made ready.

Strangers to Friends

These Tuesday and Thursday gatherings also serve as a clearing house for those who like to play golf and tennis or ride horseback. Those who like sports have had an opportunity to find partners and teams and to make dates for playing. Thus those who liked to do things and were strangers in the community have been happily able to find a kindred soul.

Since the first night the group has grown and maintained its friendly, enthusiastic atmosphere.

Each night the newcomers are asked to register and their number has ranged from six to 30 on the many nights since April 2. Many young people from the surrounding communities have been coming, for Birmingham was once their home and they like being with their old friends and having a place to go to be with them. As one young man stated, "No boy need ever be ashamed to bring his date to this place. I think it is just what the doctor ordered." This is true, for the atmosphere is as near perfect as it can be. The deep blue of the walls and ceiling, the recessed lighting, the attractive life-like murals on Western themes, the heavy pine furniture and the complete snack bar built as a Ranch House, give a very relaxing atmosphere. The separate game rooms are well supplied with billiard tables, ping-pong tables and every type of quiet table games and cards. The asphalt tile floor is kept highly polished and is very satisfactory for dancing.

The combination of a night club atmosphere in the Ranch Room, plus the recreation facilities in the game rooms, plus the enthusiasm of all concerned with the group have added together to create a highly successful venture in answer to the great needs for recreation of this age group of 19 to 30.

The Recreation Movement in America

(Continued from page 431)

XIV. The recreation service of the National Recreation Association functions as a central national agency for the accumulation of knowledge through:

Field workers personally studying and reporting on developments in hundreds of communities each year.

The Correspondence Bureau which receives all facts coming to the Association through field and staff workers of the organizations, correspondence, books, pamphlets, periodicals and other mediums of expression.

The Year Book which collects and records in detail the important facts regarding the major developments in the recreation field.

The Recreation Congress at which recreation workers from the entire country personally report experiments, developments and results secured in their communities.

Special studies of important recreation problems.

XV. The recreation service of the National Recreation Association functions as a central national force for the dissemination of knowledge through:

Field workers who personally carry and interpret to hundreds of cities each year the new facts and developments in other communities throughout the country.

The Correspondence and Consultation Bureau which, through correspondence and consultation, answers thousands of requests a year for information on all phases of the recreation problem.

The Year Book which in printed form makes available to the entire country the results of a comprehensive annual survey of the movement.

RECREATION MAGAZINE which is the only periodical devoted exclusively to reporting facts and developments in the community recreation field as a whole.

The Recreation Congress which brings together workers from the entire country for the purpose of learning about the movement through personal exchange of facts.

The Bureau of Special Publications which gathers, sorts, digests and prints the vast amount of material which the Association is constantly receiving.

The services on Education of Local Communities which gathers material and ideas used successfully in different communities to interpret the movement locally, and which makes the material gathered available for national and local use.

The Physical Efficiency Tests for Boys and Girls which are brought to the attention of the communities throughout the country so that they will have well-founded standards for judging and promoting the physical life of their youth.

The finding and training of recreation workers which is a service of finding workers, interpreting the movement to them, training them to carry it forward effectively and bringing them in touch with worthwhile opportunities for service; and for bringing to bear on recreation problems the special training and knowledge which they have acquired.

Books Received

ARTS AND CRAFTS

Everybody's Handicraft Handbook. Progress Press, Washington, D. C. $2.00.

CHILDREN

ABC, by Charlotte Steiner. Franklin Watts, Inc., New York. $1.00.

Animal ABC, The. U. S. Camera Publishers, New York. $1.50.

Animal Families, by Ann Weil. Greenberg: Publisher, New York. $1.50.

Animals of Friendly Farm, The, by Marjorie Hartwell. Franklin Watts, Inc., New York. $1.00.

Batter Up, by Jackson Scholz. William Morrow and Company, New York. $2.00.

Big Fire, The. by Elizabeth Olds. Houghton Mifflin Company, Boston, Massachusetts. $2.00.

Come, Jack! by Robert W. McCulloch. Houghton Mifflin Company, Boston, Massachusetts. $2.50.

Farm Stories, by K. and B. Jackson. Simon and Schuster, New York. $1.50.

Home-Builders, The, by Warren Hastings Miller. The John C. Winston Company, Philadelphia, Pennsylvania. $2.00.

Key of the Chest, The, by Neil H. Gunn. George W. Stewart, Publishers, Inc., New York. $2.75.

Kid Comes Back, The, by John R. Tunis. William Morrow and Company, New York. $2.00.

Leaky Whale, The, by Laura and Jack Johnson. Houghton Mifflin Company, Boston, Massachusetts. $2.00.

Lightning on Ice, by Philip Harkins. William Morrow and Company, New York. $2.00.

Make Way for a Sailor! by Nora Benjamin Kubie. Reynal and Hitchcock, Inc., New York. $2.00.

Red Mittens, by Laura Bannon. Houghton Mifflin Company, Boston, Massachusetts. $1.50.

Scrapper, The, by Leland Silliman. The John C. Winston Company, Philadelphia, Pennsylvania. $2.00.

Shy Little Kitten, The, by Cathleen Schurr. Simon and Schuster, New York. $.25.

Taxi That Hurried, The, by Lucy Sprague Mitchell, Irma Simonton Black and Jessie Stanton. Simon and Schuster, New York. $.25.

They Came From Scotland, by Clara Ingram Judson. Houghton Mifflin Company, Boston, Massachusetts. $2.00.

Tiger and the Rabbit and other Tales, The, by Pura Belpré. Houghton Mifflin Company, Boston, Massachusetts. $1.75.

CHILD SUPERVISION

Social Correctives for Delinquency. National Probation Association, New York. $1.25; Clothbound $1.75.

DIRECTORIES

Public Welfare Directory, 1946. American Public Welfare Association, Chicago, Illinois.

HOBBIES

Small Boats for Small Budgets, by Jerrold Oakley. Cornell Maritime Press, New York. $2.50.

Start 'em Sailing, by Gordon C. Aymar. A. S. Barnes and Company, New York. $2.00.

HOME PLAY

Jumbo Entertainer, edited by Harold Hart. Hart Publishing Company, New York. $2.50.

Jumbo Fun Book, The, by Caroline Horowitz and Harold Hart. Hart Publishing Company, New York. $1.50.

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Christmas Tales for Reading Aloud

Edited by Robert Lohan. Stephen Daye Press, New York. $3.75.

THIS COLLECTION of Christmas stories that includes not only many of the classic favorites but also material little known in this country is primarily designed for reading aloud. The editor, thinking of Christmas stories as a necessity for any Christmas party has, where necesssary, condensed some of the longer stories so that they can be used for this purpose. The collection is indexed under seven classifications — *The Nativity, Legends, Santa Claus, Sentiment, Adventure, Humor, Twelve Great Poems.* The stories are varied enough to appeal to many different tastes and many different ages.

The Golden Encyclopedia

By Dorothy A. Bennett. Simon and Schuster, New York. $2.50.

THE LATEST of the Giant Golden Books provides answers to 1,500 of the questions likely to be asked by growing-uppers. The author was formerly Assistant Curator at the Museum of Natural History and speaks with an authority understandable to developing minds about such varied and fascinating matters as babies (fish, flesh and fowl), theaters, the universe. The text is illustrated and reinforced by many pictures in black and white and in full color.

My One Contribution to Chess

By F. V. Morley. George W. Stewart, Publisher, Inc., New York. $2.00.

THOSE PEOPLE whom the author of this book designates as "the gallant amateurs" of chess will be interested in his "one contribution" to the game. But the book's appeal will not end with chess players for it is 113 pages of discursive charm, of anecdote and recollection centering about the Morley family in England and in this country and about the group of distinguished and interesting people who are their friends.

Windows Open to the World

By Dorothy Gladys Spicer. The Womans Press, New York. $2.50.

THE DESCRIPTIONS of parties, festivals, dramatized folk materials, handcraft and other activities in this book are based upon the author's belief in the need of world fellowship through understanding people of other nationalities, races and creeds. For the furtherance of that belief she has brought together suggestions for doing things according to the customs of others. The chapter headings of the book give an idea of its scope. They are: *Parties Are Fun! How to Create a Festival, Why Not a Living Exhibit? Worship Hours, Friendship Hours, Other Adventures in World Fellowship.*

Shooting the Bow

By Larry C. Whiffen. Bruce Publishing Company. Milwaukee. $2.00.

WHETHER YOU WANT only to bend a bow with grace and skill or whether you hope to become so accomplished that you'll hit the bull's eye every time for a perfect tournament score, this book will be valuable. It will give you fundamental information about shooting with bow and arrows in seven lessons.

How to Sail a Boat

By Joseph Lee. Waverly House, Boston. $1.00.

RECREATION LEADERS who like to go to sea in sailing boats will rejoice that Joseph Lee, of Boston, has prepared a revised edition of his book, *How to Sail a Boat.* He writes out of a long experience and fullness of knowledge, and writes so clearly and simply that his book has very special value for all who are working to encourage the making and sailing of boats in the recreation systems of our country.

Simplified Sketching

By Charles X. Carlson. Melior Books, New York. $1.00.

CHARLES CARLSON uses pictures and text to suggest a tour of the Caribbean with pencil and brush. The text is given in both English and Spanish. The most satisfactory art media to use in the countries visited are indicated together with suggestions for color and type of paper and the techniques to be used for certain effects.

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A Deeper Note in Recreation

EVERY MAN unconsciously is seeking "what has significance for me, what gives me permanent satisfaction, what has real value."

Recreation leaders must ever be searching to be sure they have some idea for their own people—"What is the bread by which my people live?"

It is not for the leisure leader to control the individual's free time openly or in a hidden way.

After all, in the end the individual must make his own choices, must determine his own free activity. No one can live another person's life for him. We do not want authoritarianism in leisure.

Except that we must restrain any one individual when he uses his freedom to interfere with another's freedom or to work injustice, we do not even want to compel any man to live, to live well.

It is for the recreation leader to make the climate, the atmosphere, the surroundings congenial to the soul of man so that he may easily find for himself romance, adventure, growth in all his powers, capacity to do more each year as long as he lives, more that really permanently satisfies.

However, as the earning of food, clothing, shelter becomes more mechanized recreation leaders must increasingly ask themselves what can be done in the leisure hours to compensate for the loss of opportunity for real living with other human beings in the working hours.

What are the human needs that remain unmet?

How can our recreation planning down at the grass roots build living in the home, the church, the neighborhood in every natural relationship of life? How can the community recreation center be a real factor in building the richest possible living everywhere?

Men desire to lead vigorous, wholesome lives.

Men want their lives to have significance, meaning, to count for something.

Men do not want their lives to be all vacation.

There is a time for baseball, a time for swimming, a time for flying kites.

But man freed from toil by the machine feels that baseball, swimming, kite flying are not all—are only a part.

Adventure must be progressive, must have more and more of meaning to satisfy.

The greater the leisure the machines give to man, the more essential it is, if there is to be continuing inner satisfaction, that the activities have more and more meaning.

Man is hungry to be skilful, to use all his powers, more than all his present powers.

But increasingly with more leisure man wants something permanent to remain out of at least part of his leisure activity.

He wants something permanent of sound, of thought, of architecture, of government, of service, of beauty, of truth, of proportion, of world progress, of human service.

The little child of high intelligence early tires of piling block on block merely to knock them all down again and begin over; even the little child wants something part of the time that has an element of permanence.

Men do use their leisure in increasingly better ways.

The leisure of one man today is not built on the slavery of fellow men but on the slavery of machines which in the main do hard physical work for him.

Men increasingly choose some form of neighborhood, community, church, national service distinctly as a form of recreation, find satisfaction in doing what carries a little corner of the world forward.

Instinctively men not only increasingly choose beauty in its various forms, but also become conscious of the value of beauty in their own lives and in the common life of the community.

Men increasingly are willing to go without and defer if beauty can be created and preserved.

Recreation takes up the "enduring satisfactions of life," must consider "the ends and aims of life."

It is of first importance that people in their free time do what they most want to do. However, there is always the appeal from "Philip drunk to Philip sober," from the immediate little to the more distant big.

Men must be exposed to the truly great things, to what has been tested through the generations, to what has proved itself through the centuries.

HOWARD BRAUCHER

DECEMBER 1946

Abbie Condit Retires

Abbie Condit

AFTER THIRTY-SIX years of distinguished service to the recreation movement Abbie Condit at her own urgent request has retired from the position she has held so long in the National Recreation Association. Her many friends in the entire nation will wish to extend their deepest best wishes for her enjoyment of the greater leisure she now has. She will continue to serve from time to time as as volunteer, and states that her interest in all that happens in the recreation movement will not be less than before.

During all the years that Abbie Condit served with the Association there were few of its publications that she did not have a part in preparing. She has written to every corner of the United States about articles for RECREATION Magazine.

Though the Magazine was only one of her responsibilities, she served ably as Managing Editor for many years. Local recreation leaders coming to the office of the Association and attending the Recreation Congress always sought Abbie Condit out, because they liked her cordial, personal letters and because they thought of her as a friend. Many remember the first time they came to a Recreation Congress and like to think of the warm greeting she gave them. Always she has liked people, and people have liked her. Quietly she has helped to build the recreation movement, and part of what exists today is a result of her labor. Her fellow workers greatly miss the daily association with her.

Recreation by Bookmobile

By RUBIE MOSS HANKS
Librarian, Winn Parish Library
Winnfield, Louisiana

"WHEN I get home, I'm going to play those games with my grandchildren," said an 84-year-old grandmother at the close of a Bookmobile Recreational held in Winn Parish* during the summer of 1946, and sponsored by the Winn Parish Library. Why should a library sponsor a summer recreation program? Primarily because the situation presented a definite challenge that could not be turned down.

June, July, August — three months stretched ahead! Hundreds of children who live in remote areas with no organized recreation facilities faced a dull summer vacation. Here was an opportunity for the parish library; its nine branch libraries situated in the more thickly populated areas, and a bookmobile which takes books to the citizens living in remote and sparsely settled regions.

"The library staff is small and any expansion of the program would mean added duties for each member. Reading, after all, *is* recreation. Does the library have any recreation responsibility beyond attempting to get the right book to the right person at the right time?" These were some of the thoughts that went through the minds of those making the decision in regard to a recreation program. But the library staff decided to go "another mile" and try to meet the challenge in a small way, at least. Plans began to be formulated for an experiment of correlating reading with a community-wide recreation program. Not only the children but every person in the community would be invited to attend the programs. Perhaps this might lead to a revival of the almost extinct community spirit that used to be such a fine quality of our rural life.

The Background

Winn Parish is located in the central part of Louisiana. The total population is about 18,000 Out of this number about 6,000 live in a town which is the parish site. The other 12,000 live either in small communities grouped together around a few stores, a few churches and a near-by school, or in purely rural areas on farms located some distance apart. It is in the latter regions that the bookmobile gives library service.

*Parish is the same geographical unit referred to as county in other states.

The Winn Parish Library began as a part of the South's first tri-parish demonstration in 1937. This regional library demonstration was sponsored jointly by the Louisiana Library Commission (now the state library) and the State Board of Education. The demonstration was under the expert guidance of the librarian and was operated for a period of three years. At the close of the demonstration period, each parish must vote on assuming the responsibility for program maintenance through a property tax. Winn Parish voted a two mill maintenance tax for five years. When the time came for renewal, the vote was almost unanimous not only for a two mill maintenance tax but also for an additional one mill building tax. During this nine-year span since 1937, the citizens of Winn have come to feel that library services are an essential part of the parish life. The 92,000 books read during 1945 by the patrons throughout the parish are evidence that the books are used.

At the present time the bookmobile has four routes that it makes twice each month with stops regularly scheduled as to time and place. It travels about 500 miles every four weeks and gives library service to hundreds of patrons at 57 points of distribution. The bookmobile now used belongs to the state library and has been on loan to the parish since the close of the demonstration. The parish now has in an order to purchase a new bookmobile.

"It is more than a library-on-wheels," wrote a visitor from California who took a trip on the bookmobile. "The Winn Parish Bookmobile has a warm, friendly atmosphere. The formula for this is one-half the enthusiastic spirit of the librarians and one-half the enthusiastic interest of the readers. The users range in ages from 2 to 90 years."

Many people who live off roads that are passable for the bookmobile walk two or three miles to the regular stop, often bringing their books in large flour sacks for themselves and a neighbor who could not come. Such is their eagerness for reading that they come through the cold of winter and the heat of summer. Often they have said, even during the war years when a letter from some far-away battlefront was the most desired event of

any day, "The bookmobile is as eagerly welcomed as the rural mail carrier."

Invalids and shut-ins have written in this manner, "I wonder if anyone in Winn Parish appreciates the library more than I? While confined to my bed for many long weeks, the excellent books provided by our library have made this confinement more endurable. Much of the time it is possible to forget the pain and go on flights of fancy with various authors."

With these words of appreciation ringing in our ears, how could the library staff do less than try to plan some form of community recreation during the summer?

Summer Program

In order to encourage reading among the children, certificates are customarily offered to every child who reads 20 books during the vacation period. In the summer of 1946 an added attraction was planned to work in with the recreation program. Choctaw Reading Clubs were organized on all bookmobile routes as well as among the children who read from the branch libraries. Choctaw Indians used to roam the wilds of this parish in days of old and every child was encouraged to collect Indian arrowheads found in the woods as well as Indian legends known to the older people in the community. The slogan was "Every book that you read will be a feather in your cap." The boy in each club who read the largest number of books during vacation was to be elected Indian chief and the most prolific girl reader was to become the Indian princess. Each reader had, for the final program, a headband with a feather for every book he had read. Since there is no museum in the area near enough for the rural children to visit, an interesting collection of Indian relics was borrowed from the Louisiana State Museum. This exhibit was used at the recreation programs.

Reading is continuously encouraged among adults through the offer of the state library to award a certificate to every adult who will read 12 books in diversified fields during the year. The importance of earning these certificates was stressed at each recreation program.

Plans were made for a community recreation program to be held on each of the four routes. Community leaders were consulted as to the best time and place. The library wanted each community to feel that this was their program even though it was sponsored by the library.

June 25, a large crowd gathered for the first program on the lawn of the home of one of the readers. The group varied in age from 4 months to 84 years. The bookmobile brought to all meetings people who had no other means of transportation. The director of a health program in this section of the state had been invited to take charge of the program. Carrying out the theme of the Choctaw Reading Club, Indian stories were told and Indian games played. Souvenirs, purchased by the director while visiting Indian reservations, were shown and certain superstitions connected with them explained. A local girl who had gathered Indian relics as a hobby since childhood talked about her collection. The group sang songs, and at the picnic that followed everyone enjoyed good fellowship with one another.

The second meeting was held under the shade of trees on another route. The meetings were basically similar but each differed somewhat according to its location. Here songs were sung by everybody, a group of children gave a colorful Indian play, and the display from the museum was explained. There were, too, stories about life in the United States during the pioneer days. Interesting book displays were placed on tables under the trees. Old and young alike played games and enjoyed them. Local citizens assisted in the program by leading group singing. Everyone left this place of meeting after the social hour reluctantly, expressing appreciation to the library for a happy afternoon.

A local church was available for the third program. A young newspaper representative and a local resident led the group in enthusiastic song. A young boy played the accompaniment for a quartette on his guitar. At the close of the afternoon, one leader in the community said, "With more programs like this, there would be a quick decline in juvenile delinquency. Do come back and give to our community another wholesome afternoon of fun."

Evaluation

What of the results? While it is most difficult to measure results in education and recreation activities such as these, there have been some definite benefits that can be recognized and appraised.

There is a greater understanding between the library staff and rural people. A warmer friendship has sprung up between the two groups. Now,

(Continued on page 498)

What They Say About Recreation

A Merry Christmas to All...

"THIS IS THE month, and this the happy morn,
Wherein the Son of Heaven's Eternal King,
Of wedded maid and virgin mother born,
Our great redemption from above did bring,
For so the holy sages once did sing,
That He our deadly forfeit should release,
And with His Father work us a perpetual peace."

—*John Milton.*

"Nothing is achieved until it be thoroughly attempted."—*Sir Philip Sydney.*

"More and more we are coming to realize that dramatic training evokes a new appreciation of essential human values; freedom of expression, self-control, and a greater enjoyment of the best in literature. It can redeem the drab commonplace of a work-a-day world in a re-creation of life on the plane of imagination."

—*Frederick H. Koch*

"The word leisure itself merely means the chance for choice. To use it not only with wisdom but with prodigal and joyful abandon is to find a new spirit in life, a new happiness in living, and a new heart for work when the working time comes around."

"Dancing, like all other arts that are born of the very light of life, is fathomless in its depth and boundless in its possibilities of growth. It is our duty to art never to confine it within the walls of stunted ideals. . . . Please know for a certainty that art meets its death in limitation."

—*Rabindranath Tagore.*

"A playground's value is measured by the worth of its leaders and, according to the constructive work they contribute to the community, so will the public be convinced that playgrounds are not a frill or a fad being fostered upon them. If that be the case, money and support will surely be forthcoming."—*J. J. Syme.*

"With holly and ivy
So green and so gay,
We deck up our houses
As fresh as the day,
With bays and rosemary,
And laurel complete,
And everyone now
Is a king in conceit."

—*Poor Richard's Almanack.*

"It has also become clear that children learn democracy as they learn everything else—by doing; and that one of the best ways for them to practice democracy is through play, which is a real experience in social living. Nor does such play simply mean *being* together; it means *acting* together, working together in a common enterprise."—*Adele Franklin* and *Agnes Benedict* in *Play Centers for School Children.*

". . . The Community Center idea involves much more than the mere erection of a club room, a playground or a dance hall. Fundamentally it is the embodiment of the good neighbor policy; of tolerance and understanding, of learning to live, not as isolationists, but as members of a community banded together in a spirit of cooperation for the common good."—From *The Community Can Do It.*

"Left alone, Nature will produce beauty and those things that add to the healthfulness of man, with no help from him except that effort which refrains from spoiling her work."

"When communities begin to use their heritage and traditions as springboards to a more abundant life rather than as hitching posts to tie them to a past, no matter how glorious, life assumes a new direction."—*Jean* and *Jess Ogden* in *Small Communities in Action.*

"All who joy would win, must share it
Happiness was born a twin."—*Lord Byron*

Columbus Plans for Radio

ALL OF US ARE AWARE that radio is a powerful force today, but do we fully realize how great a part it plays in our daily lives and in the life of our community? Are we aware of the responsibility we have toward our local radio stations? Are we aware of the advantages a community radio workshop would offer to our cultural, educational, recreation and social agencies? Do we know that we can and should help promote listeners to programs of vital interest to our city, ourselves, and to our children? It is our hope that these and other challenging questions are being answered in Columbus, Georgia.

Columbus has not been unaware of radio's potentialities for enriched living in the community. Some community organizations have made use of local broadcasting facilities made available in the public service. For example, the Recreation Department in cooperation with one of Columbus' radio stations presented *Books Bring Adventure I,* the first of three 13-week transcription series prepared under the auspices of the Association of Junior Leagues of America. The decision to sponsor these transcriptions came about as the result of a 12-year-old policy of the department.

In 1934 the Recreation Department, in cooperation with the P.T.A.'s and later the local Junior League, organized what was then known as the Junior Theater. The ideas for such an organization grew and expanded and the name was changed to Children's Community Theater because, naturally, the Department of Recreation felt the need for reaching all children of the community with wholesome drama. As time—and progress—went on other interests such as the Children's Workshop, were added from time to time. In 1945 a radio program was added to these ventures.

So it was that *Books Bring Adventure* was bought by the Recreation Department and aired for all the community's children. In considering the program later the staff felt that it had done a poor job because it knew nothing of promotion and without promotion many youngsters who might have enjoyed the series failed to hear about it.

The department learned its lesson and, when a new development in radio was planned, Columbus recreation workers took an integral and eager part in the planning. The story of that planning and the people who participated is the story of the Community Radio Council of Columbus.

Beginnings

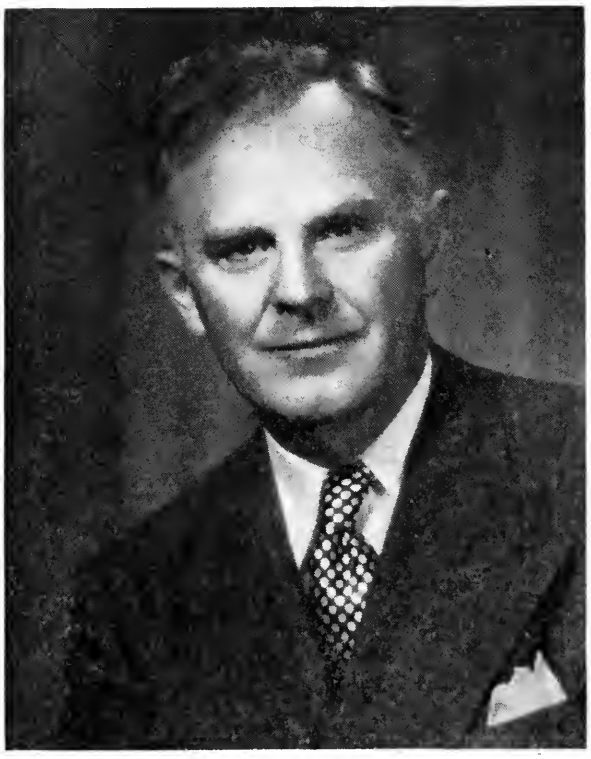
In April 1946 Miss Gloria Chandler, radio consultant of the Association of Junior Leagues of America, came to the city at the request of the Columbus Junior League to conduct a radio institute and to present to the people of Columbus the idea of establishing a single coordinated channel through which local interpretive programs could be produced and through which interest would be aroused in significant programs already on the air. The plan met with immediate and enthusiastic approval from the two radio stations and from representatives of various public service agencies.

In June, after studying the successful methods of similar ventures in Winston-Salem and other cities, the Community Radio Council of Columbus was organized. A strong advisory board was formed. Those asked to serve included the managers and promotion directors of both radio stations, newspaper representatives, the Superintendent of Schools, the Director of the Recreation Department, the head of the Public Library, the radio chairman of the Social Planning Council, the president of the Junior League, the executive secretary of the Chamber of Commerce, a member of the Junior Chamber of Commerce, several interested lay people, and a professional radio producer employed as director of the Workshop. The Columbus Junior League agreed to underwrite the operating expenses of this work for the first year, after which time it is hoped that its proven benefit to the community will justify the community's financial support.

Obviously, such a plan for community interpretation through radio could not succeed without the cooperation of the local radio stations. Both WDAK and WRBL are giving full support and, until the Workshop is ready to produce live programs or its own transcriptions, both stations are broadcasting transcriptions from national sources under the sponsorship of the Community Radio Council.

On June 15 WDAK began broadcasting the second 13-week series of *Books Bring Adventure* on

(Continued on page 507)



Walter L. Scott

Official Release

on Federal Inter-Agency Committee on Recreation, Thursday, November 7, 1946

SIX FEDERAL AGENCIES, each active in one or more phases of recreation, are members of a newly organized Federal Inter-Agency Committee on Recreation according to a joint announcement made today by the agencies concerned. Represented on the Committee are the Extension Service and the Forest Service of the Department of Agriculture; the National Park Service and the Fish and Wildlife Service of the Department of the Interior; the Federal Security Agency's Office of Education; and the Veterans' Administration.

Establishment of the Committee recognizes the need of voluntary coordination and cooperative leadership among the various agencies to assure the maximum usefulness of lands valuable for recreation; to provide the kinds of recreation which are needed; to eliminate unnecessary duplication of facilities and services.

Mr. Walter L. Scott who has been Director of Recreation for Long Beach, California, for the past 14 years has been appointed full-time secretary of the Committee, and has established an office in Room 5145 in the Interior Building. Mr. Scott's work has been as coordinator of recreation at the local community level, and he is, in addition, well acquainted with the work of the several Federal Bureaus in this field.

Walter L. Scott

Walter L. Scott, recently designated to provide executive service to the newly formed Federal Inter-Agency Committee on Recreation, brings to his new responsibilities an unusually appropriate background of training and experience. Born on a wheat ranch in eastern Washington, he attended a rural school through the first seven grades, and at different periods of his youth and early adulthood, worked on his father's wheat ranch, acquiring through personal experience an intimate knowledge of rural living, including recreation activities and needs. His understanding of rural life is supplemented by years of experience as a local recreation executive and coordinator.

Mr. Scott was graduated from Greensville College, Illinois, after taking time out during his college career to serve with the United States Army in this country and in France during World War I. He took post-graduate work at Springfield College, the Universities of Wisconsin, Michigan and Southern California, receiving a master's degree in education from Michigan in 1925. He took special courses at these institutions in recreation, education and physical education. While at high school and college Mr. Scott participated in a number of varsity sports and athletics, including tennis, basketball, baseball, gymnastics, track, and rowing. He lists among his personal hobbies photography, traveling, collecting, inventing new games, gardening, handball, and golf.

Mr. Scott has had fruitful years of experience as physical education leader and administrator, and as athletic coach. The recreation profession knows him as the successful recreation administrator. for 22 years 14 of which were spent as director of the municipal and school recreation programs of Long Beach, California. He has also served nationally and locally as a volunteer in the Boy Scout movement.

The Long Beach public recreation program coordinates the local city and school administrations, with the local plan providing for further coordination of recreation, park, and planning activities. This background, plus that of his membership in the Long Beach Coordinating Council, has given Mr. Scott just the experience needed for successful service with the Federal Inter-Agency Com-

(Continued on page 494)

"How Far that Little Candle . . ."

New York's great Metropolitan Museum of Art with its dozens of special collections, its study rooms and Junior Museum, its highly trained staff, bears little resemblance at first glance to Master Will Shakespeare's "little candle." But, if you look a little deeper the comparison stands up—and in so doing proves that the Metropolitan belongs not to New York alone but to the whole nation. For the Museum "throws its beam" far beyond the five boroughs of the metropolis which is its physical home. Millions of visitors from all parts of the world coming to the world's most populous city find pleasure and profit in the collections. Thousands of people who have neither seen nor expect to see with their eyes, any one of the "museum pieces" have yet been able to experience some of them by remote control.

Courtesy Metropolitan Museum of Art

In connection with its Diamond Jubilee Fund drive the Museum has published some interesting facts about its work. Groups as far west as California, as far north as Maine, as far south as Texas have come to know the Metropolitan as a friend. Churches, museums in smaller communities, magazine and book publishers, study clubs and recreation departments, libraries and department stores—and all the people in them—are the richer because of a charter granted 75 years ago to a group of New Yorkers who sought to establish "a museum and library of art" so that the fine arts might be encouraged and applied to manufacture and practical life and so that popular instruction in those arts might be furthered.

This dispersal of the Museum's influence has been made possible in part by the Lending Collections. People who have problems send them to the Museum for help. "Would you possibly have something," they write, "that we could use in our study club? We are studying this year So-and-So's History of Painting and we should like to have some pictures to look at. Does the Museum . . .?"

Diverse Users in Diverse Places

Many kinds of groups find what they are looking for at the Metropolitan. Most of the people in them live within a 200-mile radius of New York, for shipping charges on the bulky exhibit materials are likely to be heavy when the cases must go very far afield. Nevertheless, some of the exhibits travel thousands of miles across the country.

The Lending Collections cover a wide field of interest and are used by a wide variety of groups. There are the "casual customers" who have a temporary need for a special kind of material. There are college and university groups using the Museum's pictures to enrich the curriculum content of formal courses in art and archeology. There are study groups—chiefly women—formal or informal who are eager to learn more about the contributions made by men of the past to fuller living for men of all the futures. There are schools —public and private—whose leaders want to bring

to boys and girls a dynamic experience of the world's culture. There are church groups and occupational therapists and art schools and designers who find at the Metropolitan a great store of the riches accumulated during the ages of civilization's development.

Cases in Point

For example, P.T.A.'s in many towns near New York have, for many years, been working closely with the Museum. Members of these associations discuss with teachers of art and social studies and with audio-visual aid supervisors the classroom needs of the pupils. Representatives come to New York and study the Lending Collections, then plan a series of loans to correlate with the work to be carried on during the whole year. When the school's classes are ready for a certain exhibit a car or truck or station wagon pulls up at the Metropolitan's door, picks up the proper collection and takes it back for use during the loan period.

An interested citizen of a town in New Mexico worked out an arrangement with the Lending Collections staff by which certain exhibits would be shipped periodically to her. The photographs were used on their arrival by her art study club then were placed on exhibit for the whole community to enjoy. Here was a public service that came, during the year, to mean much to the people of the town. But the cost was high and, though she was a woman of some means, the town's benefactor did not feel that she could continue year after year to bear the whole financial burden of the project. The "city fathers" were equal to the occasion. They said the exhibits had meant so much to the whole community that in the future a part of the shipping cost would be written into the public budget as a legitimate charge on the city's finances.

Church groups use the collections in different ways. Ministers arrange for copies of great religious art works to be used in Sunday Schools. Or directors of religious plays and pageants use them as inspiration for costumes and stage sets and tableaux.

USO clubs found in the Museum a source of real help during the war years. Pictures from the Lending Collections brightened the drab walls of many make-shift clubrooms, brought to many men and women in the armed forces their first knowledge of masterpieces. And the Red Cross has used color photographs or drawings of tapestries and floor coverings, ceramics and pieces of sculpture to add interest and value to the work being done through occupational therapy to aid in the rehabilitation of war-damaged limbs or muscles or minds. Some men, it was discovered, progressed more rapidly toward wholeness if they were reproducing on the loom a design from an ancient and beautiful piece of weaving or re-creating in clay the lines and the colors of a master potter.

Accent on Children

One interesting section of this department of the Metropolitan contains carefully chosen color prints of special interest and inspiration to the smaller children in the early grades. Teachers within commuting range of the Museum select pictures to be hung on the walls and studied by the youngsters. From their study the boys and girls write their impressions — poems, essays, stories; and so have a double experience in observation and in catching their ideas and feelings in words.

There are three general divisions in the loan department—black and white photographs, color pictures and slides. In addition the Museum has on file photographic negatives of objects and pictures in its collections. Anyone who wants to have a copy of, for example, the head of the Egyptian king Akh-en-Aten or his beautiful wife Nefret-ity can get it for a small charge—to have and to hold, by writing to the sales desk at the Museum.

Publications

In other ways, too, the Metropolitan Museum is a treasure house to which you or I may go without reference to separation in time and space. The monthly bulletin brings news and views of the Museum and its collections. Other published materials are available, as are reproductions of many of the art objects that testify to 5,000 years of creative development in that strange and wonderful creature—man. And, like every other museum, this one will continue to grow and to thrive only as its destiny of usefulness is made possible of fulfillment by the people for whom it was created. For there is nothing so dead as an unused collection and few things more capable of living, albeit vicariously, than a collection that is put to good and constant use.

Junior Museum

By JOSEPHINE D. RANDALL
Superintendent of Recreation
San Francisco, California

IN EVERY comprehensive recreation plan that involves the child or the adolescent, it is necessary to devote a certain amount of time and effort to satisfying the youngster who desires to pursue a hobby. The educational leaders of today go all out to encourage avocations for both young and old for the purpose of filling in the leisure hours with an activity that is both useful and constructive.

To accommodate the junior hobbyist, the San Francisco Recreation Department has developed many fine activities accompanied by the wherewithal to carry them on. One of the foremost of these is the Junior Museum. Housed in a rambling and unpretentious building erected on the site of the old county jail and next to the wide cultivated expanses of Balboa Park, this establishment offers a great wealth of wonderful opportunities to the junior hobby enthusiast. No matter what the background of the child or adolescent may be, he is sure to find an activity to interest him and the means of pursuing it at the Museum.

Nature Study

The most extensive and popular occupation followed at the Museum is nature study. The junior naturalists have amassed such a horde of half-wild pets in the nature study section that it creates the impression of a miniature zoo. Just about every wild thing that mother would deny entrance to the house is represented in the collection. Snakes, fish, reptiles, rats, mice, turtles, spiders, frogs, birds, and snails are all represented in generous numbers. All the specimens are watched with absorbed interest to determine their habits and observe their antics. Each addition to the live collection brings new interest and many added thrills to young students of nature. The two latest, a sparrow-hawk named Dagwood and a young raccoon called Rusty, have captured everybody's interest. By consulting the *Encyclopedia Brittanica* and several nature books the destinies of Dagwood and Rusty have been worked out. A balanced diet for these two creatures of nature has received much sage deliberation. Some concern was felt when Rusty devoured a papier-mâché pieplate with gusto. No ill effects were noted however. The crisis passed without even a minor tragedy.

A treatise on Dagwood recently appeared in *The Junior Naturalist* which is published monthly at the Museum. This leaflet furnishes an outlet for any new information gathered by the nature lovers. Essays in brief on a great variety of nature studies are written up by the students themselves and published in this bulletin for circulation throughout the Recreation Department and its many playgrounds.

In addition to the live exhibits, this division of the Museum boasts of many fine collections and exhibits of the flora and fauna of Northern California. There are available for study excellent displays of wild life including butterflies, reptiles, birds and wild flowers. These remarkable collections reflect a professional touch and are in an excellent state of preservation.

The scope of nature study here is by no means limited to plant and animal life. One of the most comprehensive collections of rocks and mineral bearing ores native to the Pacific Coast may be found at the Museum. A quantity of information is available to the youngsters and a great deal of interest is shown in the geological aspect of nature study. The casual visitor to the Museum is greeted by a scale representation of most of the geological structures found in the United States. The collection of rocks and minerals has benefited greatly by gifts received from donors well known in the geological field.

As a corollary to the study of rocks and minerals, the youngsters are given an opportunity to apply the knowledge they have gained to the polishing of stones and gems. The facilities for rock polishing are not the latest in the field, but under the very capable instruction available at the Museum many beautiful specimens are cut, polished, mounted and worn by budding jewelers.

The Pterodactyls

Model aircraft building is an outstanding hobby among the youngsters. This activity has enjoyed such popularity that a club of model aircraft technicians has been formed at the Museum with regular meetings scheduled for Friday evenings at 7. There is a spirit of good fellowship at the meeting when air enthusiasts outline the building program for the following week. The club, appropriately

called the Pterodactyl Club, was recently presented with a charter from the Academy of Model Aeronautics, which made this group a chapter of the organization. The charter was awarded in recognition of the interest and leadership shown by the boys at the Museum in the building and flying of model aircraft. Under the charter the local chapter is now qualified to conduct official glider and model aircraft soaring contests with the records of the meets recognized as official for the establishment of national flight records. Regular meets and contests are held under the sponsorship of the chapter on the San Francisco sand dunes. Several national records have been established by members of the club.

In connection with the building and flying of the model aircraft, the Pterodactyls publish a small monthly pamphlet called *The Third Dimension.* This publication contains all the latest information on the subject of model aircraft and the results of the various contests.

The young people who pursue this hobby are really wide awake. A complete exhibit of solid and soaring models of all types of aircraft has been built and is on display at their workshop. Problems in structure are freely discussed and methods of application of knowledge gained is circulated freely. All the latest tools, equipment and materials are made available to the young birdmen, and all the latest plans are procured for their use. Instruction in this department is the best available in the field as proven by the results shown in flight.

Other Activities

Under the guiding hand of its curator, the Junior Museum looks like a museum instead of the workshop that it is. The exhibit rooms are filled with interesting subjects. The casual visitor will find an array of exhibits including stamps, model steam locomotives, model ships and an exceptionally fine display of miniature musical instruments. These replicas were created by a skilled artisan who reproduced the musical instruments of all foreign nations very faithfully. The miniatures make excellent examples for study by the youthful patrons of the premises.

An activity very popular with the youngest of the children is painting with water colors. A large volume of art ranging from some very weird figures that border on surrealism to some promising work is turned out daily. For the older children an opportunity to learn printing is offered. A printing press with several sets of type is available to anyone who wants to know the mechanics of typography. The children cut their own designs in linoleum for the publications printed at the Museum.

In conjunction with the Museum a gardening center is maintained for those who are interested in raising vegetables or flowers. Before the war this center was operated for the purpose of teaching horticulture. The main interest was flowers. During the war the popularity of the victory garden caught on in the center whereupon vegetables were raised exclusively. Now once again, for the first time in four years, the harvest includes flowers. A Garden Club has been organized among the children with regular meetings where problems of gardening and its results are the subjects of discussion. While not actively engaged in caring for their gardens, the members devote their time to Junior Red Cross activities and the making of gifts for distribution on Christmas and birthdays.

One recent activity of the Garden Club was the assembling of popular cartoons and jokes from magazines and newspapers. These were compiled into small joke books and turned over to the Red Cross for distribution to servicemen confined in hospitals. Other subjects that have been popular with the Garden Club members are woodworking, leatherwork and handcraft.

National Conference on Facilities

George D. Butler is representing the National Recreation Association at the National Conference on Facilities for Athletics, Recreation, Health and Physical Education. He will be present for the full period, December 1 - 14, and will make available the experience of the National Recreation Association along these lines. The conference is being held at Jackson's Mill, West Virginia. Frank S. Stafford of the U. S. Office of Education is serving as director of the working conference.

Recreation Programs in Public Housing Facilities

By ERNEST BUFF
National Housing Agency
Federal Public Housing Authority
Washington, D. C.

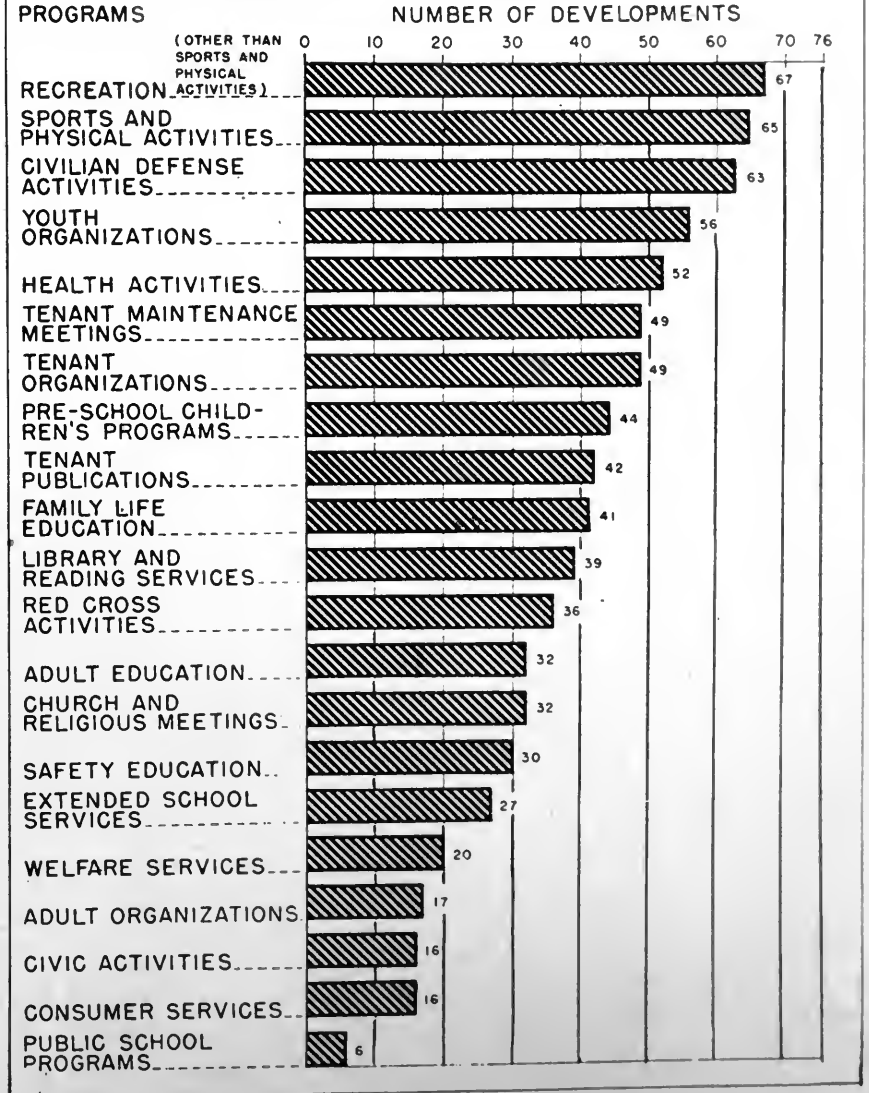
A RECENT SURVEY of community facilities in public housing developments discloses that the use of these facilities for recreation purposes surpasses all other uses. The study covered 76 housing projects in 53 cities located in 21 states and the District of Columbia. All of the Federal Public Housing Authority's eight regions and the General Field Office area were represented.

Twenty-one major community service programs were identified, and the relative frequencies with which they have been reported as on-site activities by the 76 housing developments is clearly indicated in the graph. The length of the bars in the graph is determined by the number of projects which reported one or more activities under each program heading.

Because of the wide variety of leisure time pursuits not involving strenuous physical exercise or athletics, it was decided for the purpose of this survey to separate sports and physical activities from other forms of recreation (including arts and crafts, hobbies, music, social recreation, and the like). However, both classes of programs involve what are commonly termed as recreation activities, and their popularity is attested by their relative position on the graph.

The tables on the next page list the individual types of activities which were reported under these

GRAPH-I
ON-SITE PROGRAMS IN COMMUNITY FACILITIES ON 76 HOUSING DEVELOPMENTS



two popular classes of on-site community programs. and indicate the extent to which each activity was reported by the 76 housing developments.

The survey was based on the operation of the community facilities and programs during the 12 months prior to July 1, 1945. It is also significant that in this last year of World War II, civilian defense activities were reported by a large majority of the public housing developments included in the survey. Many of the residents of these projects were, at that time, engaged in industrial work at essential war plants, and no doubt were feeling the strain of long hours of strenuous labor. Nevertheless, they still found time to participate actively in the civilian defense programs of their respective communities.

The prevalence of youth organizations on housing developments is, likewise, an encouraging item, such programs having been reported by 56 developments. It is generally believed that the provision of community facilities for regular meetings and other activities tends to stimulate organization and growth of these groups. The importance of youth service organizations cannot be overemphasized. The effect of their constructive programs on character building, attitude adjustments, and the development of responsibility among young people is well known.

The poor showing of some of the other classes of programs is offset, to some extent, by the frequency with which these programs were reported as off-site services, conveniently accessible and available to the residents of the housing developments. Notable among these are public school programs. Only six projects reported the use of on-site community facilities for these purposes, whereas 72 developments indicated the availability of off-site public school programs and services.

The information gathered in this survey is expected to have a bearing on the planning of community facilities for future public housing developments. Knowledge relative to the practical functioning of the facilities and the kinds of programs they are intended to provide is essential before intelligent planning can begin.

PROGRAMS AND ACTIVITIES	NUMBER OF DEVELOPMENTS REPORTING
*Recreation**	67
Arts and crafts	36
Community sings	31
Concerts	11
Dancing, social	52
Dancing, other	33
Dramatics, pageants	30
Flower shows	4
Garden clubs	21
Hobby groups	12
Model airplane	7
Photography	3
Stamp collecting	4
Woodwork	3
Informal play	48
Motion pictures	45
Music	24
Social recreation	41
Special events, carnivals	40
Table Games	
Bingo	13
Cards	41
Checkers	31
Chess	9
Other table games	28
Other activities	22

*Figures on this line indicate the number of projects reporting one or more activities under this program heading.

PROGRAMS AND ACTIVITIES	NUMBER OF DEVELOPMENTS REPORTING
*Sports and Physical Activities**	65
Badminton	26
Baseball	32
Basketball	39
Bowling	3
Croquet	27
Darts	23
Deck tennis	10
Football	34
Gym activities	16
Horseshoes	32
Lawn bowling	1
Paddle tennis	16
Ping-pong	46
Pool	10
Quoits	15
Shuffleboard	20
Soccer	8
Softball	48
Swimming	3
Tennis	9
Volley ball	34
Other	25

*Figures on this line indicate the number of projects reporting one or more activities under this program heading.

The Best Companions

"Books," says Cicero, "are the food of youth, the delight of old age," and quite a number of other pleasant and desirable things which space will not permit us to quote. Other eminent readers and writers through the ages have joined the Ciceronian chorus in praise of books, and one can but bow before their considered and informed judgments—bow and wonder in the process why there are so relatively few adults in this year of grace 1946 who will agree in practice that books are their best companions.

It would be possible to point out a thousand and one reasons for this situation. There is in this complicated world of gadgets and committees, of specialization and crowded living, too little time and space for communion with the great minds of the past and the present. Modern education is more concerned with turning out practitioners of this or that than with creating readers. There are 5,000 things to do now where two centuries ago there was but one. And so on and so forth.

And yet, the children of this century and this country have more attention paid to their reading habits than all the children of all the other ages put together. Schools and libraries, radios and (increasingly) films, not to mention publishers and authors who are making thousands of books for children every year are banging away day in and day out to lure primary and elementary school children into becoming devotees of books. "Every child a leisure time reader" might be the over-all slogan of workers with children. Thousands of children, by the time they are 12, are on the way to being book-gluttons.

But something happens, at 14 or thereabouts, to clog the flow of reading enthusiasm. The torrent subsides to a meandering and lazy stream and, too often, decreases before adulthood to a paltry trickle fed only by the newspapers and the pulps.

On the other side of the picture there is that increase of adult leisure time heralded by the economic planners. There is more and more time that could be filled with re-creative activities—not least among them reading. Where are the grown-up readers coming from? How is the enthusiasm being developed so carefully in the eight-to-twelvers going to be carried over into middle life?

Somewhere in the teens early reading habits are lost—lost, it seems, because too little attention has been paid to the book interests and book needs of teen-agers. Generally speaking, this age group has been neglected on the reading mart. Nobody has given much thought to what he wants to read. No publicity campaign is directed toward him. If he is a natural reader, surely he will find his own books. But if he is less concerned with reading than with some other temporarily exciting interest he can, too easily, drift into non-reading habits. Once dropped, the reading habit is not easily regained and when the temporarily exciting interests have lost their charm they leave behind vacuums that may be negatively filled.

A self-appointed researcher, concerned with these matters, made an unofficial survey of what teen-agers read of their own volition. She found that they chose certain kinds of books written for adults. No "kid stuff" for them, thank you! They were—as indeed they should be—beyond the stage of the Rover boys. They were interested in the world about them, in the thoroughly exciting world that is their natural habitat. They were interested in comedy and tragedy, in adventures of the mind and the spirit, in fiction and drama, mysteries and essays and historical narrative, all on the adult level. They liked, for the most part, to read. But, in many cases, they needed guidance, they needed some stimulus to overcome the drag of many other interests.

Signs of Promise

There are signs that this guidance, this stimulus is going to be supplied. It behooves everyone working with teen-agers to know what is being done, to foster the work, to think on these things and so devise new ways of marking the importance of books for leisure reading.

All over the country in this fall and winter season of 1946-47 book clubs of ten or more teen-agers are being set up. They are formed within the framework of an existing organization or by individuals who come together for the sole purpose of being a book club. The initiative may have come from a high school teacher, a leader in one of the youth-serving organizations, a recreation worker or a 16-year-old who wants more books to read.

(Continued on page 506)

Program Highlights

Excerpts from Annual Reports of Recreation Departments

TUCSON, ARIZONA. Population 37,000. Total attendance 1945-46: 667,228 young people; 381,742 adults.

Mexican Independence Day Celebration. "In September the Department went all out to assist the Spanish-American population celebrate their Independence Day with appropriate programs held in the Armory Park bandshell."

Christmas Trees. "Each year members of the Department's staff make a trip to Mt. Lemmon to secure Christmas trees for local charitable and church organizations. This year over 200 trees were brought to the city and distributed by the Department without charge."

Visitors' Club. "The Recreation Department with the cooperation of the Tucson Chamber of Commerce operated a club for visitors in the Chamber of Commerce building in downtown Tucson. The club supervisor arranged regular sight-seeing trips to nearby points of interest and parties and socials were weekly events."

Community Sing. "The weekly community sing feature has been one of the most unusual regular attractions of the Sunday programs in the Armory Park with amateur talent shows and concerts by various local musical organizations from time to time. During the winter months the programs were held in the warm afternoon sunshine and in the summer were held in the cool of the evenings. Hundreds of people attend each week and participation in the group singing has helped to develop a fine community spirit among participants."

AUSTIN, TEXAS. Population 87,930. Total attendance 1945: participants, 1,252,886; spectators, 841,630.

Boys' Camping. "Begun in the summer of 1945 on somewhat of an experimental basis, an organized camping program for boys was another new feature of the Recreation Department. Inherent in the possibilities for expansion of the Recreation Department is that of a municipal camping program with a boys' camp as part of the playground division. As a first step, a young man whose success with boys' work in the department was outstanding was added to the staff to serve both as camping director and to assist in playground supervision.

"The general plan of operation allowed the director to work on one playground for the first three days of each week, during which time the boys of the neighborhood were contacted. Precamp training was given to those whose applications to make the trip were accompanied by a parent's release. The camping trip began on Thursday afternoon, with the boys returning on Saturday morning. Site for the camp was the city-owned land across the lake from the boat docks on Lake Austin, and fees for each trip were $1.75 per boy. Five camping trips were made by 33 boys whose ages ranged from 12-16."

Family Recreation Workshop. "A cooperative venture of the Department and the Wooldridge School P.T.A., that of a Family Recreation Workshop, was conducted in six interesting sessions during the month of April. With the dual objective of providing fun for the whole family while instructing each member in recreative activities designed for family fun, the workshop was attended by 370 parents and children. The program of the workshop consisted of discussions and participation in family music, games, handcraft, and dramatics with a huge family recreation party at Wooldridge School concluding the series. The latter event was judged one of the most successful recreation parties ever staged in an Austin School

Courtesy Recreation Department, Austin, Texas

building. Games for sons and fathers, and daughters and mothers were set up on the school ground with adequate leadership for all activities. Family dramatics, a marionette show, family square dancing, and other attractions were given simultaneously in various rooms in the building. The crowd numbered approximately 850 children and parents."

Intermediate Class in Still Life. Summer Art Classes 1945. "To the broad program of the Recreation Department was added still another phase during the past year. Although arts and crafts have been included in the activities for many years, professional instruction for organized art classes in oil painting, sketching, charcoals, pastels, and other media had never been offered.

"With the approach of the summer playground season in 1945, it was found that an exceptionally well qualified artist-teacher was available for class instruction. Through the cooperation of the librarian, the exhibition room in the public library was secured for the class site; publicity was started and plans were made for a children's class in art, with preferences indicated by the children to determine the subjects taught.

"The registration was held on the Saturday preceding the beginning of the planned six-week session. It had been anticipated that a class of ten would not only be acceptable, but a highly desirable goal. The registration was finally halted at 25 children and an additional class of ten adults. The instruction period time was increased, and a rotating class schedule set up.

"At the end of the six-weeks session, a public exhibition of the work of the students was held. Approximately 100 Austin art patrons expressed pleasure and interest in the work performed by the students.

"Succeeding classes were started in July and October, with public exhibitions of the work at the close of each term. Registrations for these classes were 20 and 30 respectively.

"An unusually nominal fee of $5 a week for a six-weeks session of two classes is charged. Age groups range from six to 65. Mothers and grandmothers who had never had time to indulge in a pastime such as painting, are finding these classes an important recreation outlet, while many children are supplementing the art instruction received in the public schools by enrolling in the art classes of the Recreation Department."

Libraries. "In order to provide more adequate reading material on playgrounds than the Recreation Department can furnish and to reciprocate the favors extended by the library in the recreation use of its facilities, space in several playground shelter houses was offered to the librarian to house extension libraries.

"As an experiment in such extension work, it was decided that for the summer only one location should be used. Accordingly, shelves were built and placed in the Shipe Shelter and the librarian placed an extension worker at the location for two hours a week. The response from the Hyde Park Community was gratifying to both the playground director and the city librarian.

"Stimulated by the success of the first venture, it was decided to further broaden the service of the public library by adding, in September and October, four more extension libraries. Accordingly, Palm, West Austin, Bailey, and Rosewood libraries were opened. The plan is successful in that there is an added program feature on the playgrounds, and library service is extended to many Austin residents who for one reason or the other found it impossible to make use of the Public Library on Ninth and Guadalupe."

Playgrounds and Community Centers. "The local playground clubs continued their work of furnishing volunteer leadership, serving as interpreters of the objectives of recreation to their communities and assisting the community in general by learning techniques of leadership in training sessions.

"Sponsoring of playground carnivals, assisting in staging community night and other special programs on their local playgrounds, as well as furnishing actual leadership assistance, were the objectives which were successfully accomplished by the clubs in 1945.

"One of the premises upon which these clubs is operated, that of learning actual leadership techniques of training, began to show its value more tangibly in 1945 than in any previous year. Leadership standards in other community organizations such as the Parent-Teacher Associations, church groups, and scouts have been raised wherever members of playground clubs have identified themselves with these organizations.

"The Central Council of Playground Clubs continued, in 1945, its good offices of assisting the Department in the interpretation of community recreation and familiarizing its members with leadership techniques.

(Continued on page 509)

Draft-Age Fun in the Postwar World

By PHYLLIS TRIONE
Publicity Chairman, Young Adult Club
Madison, Wisconsin, Community Center

BLAME IT ON the USO clubs that America and her young adults are becoming more and more club and community-center conscious.

At least, that's the experience of the young men and women in Madison, Wisconsin, who, based on the interest of returning servicemen accustomed to the offerings of USO's and servicemen's centers and as remnants of a USO hostess group banded together to form a highly succesful Young Adult Club at the Madison Community Center. The Club is designed to fill the recreation needs of the postwar draft-agers—ex-G.I. Joe and ex-USO hostess Suzie.

During the war USO clubs and servicemen's centers did a great deal more than just furnish recreation and entertainment for servicemen. At the same time they furnished a way of fun and friendship for countless USO hostesses who otherwise might have been deprived of wholesome male companionship. They furnished a place for lonely, restless young folks to go for recreation. They developed a habit of recreation in young people that's hard to stamp down and forget. And that's why these American young adults, back from the war, uprooted from war jobs and on the loose, are looking to clubs and community centers for their recreation.

Left-over Problems

For instance, what becomes of USO hostesses when there aren't USO centers in which to be hostesses? Foolish question? Not in those hundreds of cities and towns in which USO centers were established. It's a serious question which many of these girls have been asking themselves. For nearly four years girls over 18 and out of high school — the working crowd — did find a simple solution to their leisure time recreation problems through hostessing activities in USO's. That took care of their dancing feet, their need for male companionship, and their natural inclination for get-togethers with the other girls.

Naturally they miss that organized form of entertainment, that something definite to do each week, that fellowship with other girls in their group, that way of meeting men.

"A place to meet other young people—a place to go, relax, chat and call their own"—that's been the cry of teen-agers who have established their youth centers as a solution. And incidentally, it was because they were too young to be included in USO activities that the younger crowd wanted something similar to USO clubs. They ended by copying some USO ideas and creating their own organization and place to go—that much discussed, popular youth center.

But now that the war is over and USO centers are being closed one by one, it's not the teen-agers who are crying for recreation assistance—they've got it! Instead, it's that too often neglected group, the above-teen-agers, who must often turn to bars and dance halls for their fun and a way to meet and make friends. They are the ones who want to be taken care of.

Jack and Larry may be back from the wars, but it's a new world and ex-USO hostesses Suzie and Mary are experiencing a difficult time getting along with them. Wary males fresh out from under their sarg's thumb don't want to be tied down just yet. They're footloose and fancy free and intend to stay that way for a while. Advice to the lovelorn columns are full of wails from the girls: "Why don't the boys want to date us? What's wrong with us? How can we meet them?"

And scholar Jack and Larry busy in an academic atmosphere, look down on the tactics of their younger co-ed classmates, and exasperatingly ignore them. Yet at the same time the Jacks and Larrys need feminine companionship on their own "older, experienced" level. The solution, of course, could well be the poised, out-of-school, working girl, but contacts between the collegiate and working world are sometimes difficult to make.

Or Jack and Larry back home, are finding the old crowd gone—scattered and broken up, some married, some here, some there. How to renew friendships or replace them can sometimes be a tough problem even in the old home town.

Madison's Answer

The answers to these problems have been courageously sought by one midwestern town, which through the foresight of recreation leaders and USO hostesses no longer needed, tackled and

defeated the problem by extending the USO club idea into their community reconversion life by carrying on where most youth centers leave off. It came about in this way.

When the abandoned USO building in Madison, Wisconsin, was turned into a community center in February, 1946, the primary intention was to cater to the needs of high school students as their Youth Center. But USO hostesses, after experiencing a month of doing nothing recreationally since the closing of Truax Field in January, anxiously watched plans and wondered if somewhere, sometime a place couldn't be made for them in that community center to carry on their social functions and dancing, so recently given up.

Courtesy Madison, Wisconsin, Community Center

At their suggestions and with the interest and help of the executive secretary of the Madison Recreation Council who had administered their hostess units during the war, the city's Recreation Director called a meeting on February 12 at the community center to discuss possibilities of what might be done to take care of recreation needs for young people out of high school—the above-teenagers. Girls who had acted as captains of hostess groups, some of the young men veterans recently back in town, and representatives of servicemen's organizations made up the 24 young people present at that meeting.

There were plenty of pros and cons expressed. Some felt that a community center recreation club would never work. Others expressed dismay at the prospect of hundreds of former USO hostesses appearing at civilian dances, with only a prospective handful of men available in the early months of postwar reconversion.

Despite all objections plans were made to get the project under way. At that meeting a temporary executive council of seven representative young men and women were nominated to get the ball rolling. They later assigned each other specific positions on the council.

A young, married lieutenant was chosen to become the temporary president. It later turned out that he was enrolled at the University of Wisconsin taking post-graduate work in recreation! A staff sergeant became vice-president. He was the congenial desk clerk learning the hotel trade. The secretary-treasurer was a young girl auditor; the publicity chairman, an information clerk in the U. S. Employment Service; the dance chairman, a young stenographer working in a veterans' affairs office at the University. The membership chairman was a former Truax Field soldier who came back to Madison to go to college because he liked the town so well. The outdoor chairman fit ideally into her position because of her affiliation with the Youth Hostel group, and the indoor chairman was a charming southern girl from West Virginia, who migrated to Madison during the war. Afterwards, all agreed that it was amazing how well a haphazard selection had resulted in fitting the right person into the place where he could do the most good.

These seven young people got busy planning their next meeting which would formally organize them into a recreation club at the community center. They sent out bulletins to organizations, stores and offices, sent notices to newspapers and devised a contest to "name it," getting local papers

to cooperate by printing a coupon to clip and mail in.

At the next meeting a week later, 85 young people showed up, and after quibbling over suggested names for the club ranging from the Hub, Madison Mixer, Beehive, Adult Recreation Club (the ARC), they soberly chose the simple name of Young Adult Club and awarded the year's free membership prize to the young reporter who had been assigned to cover their meeting. Then they laid plans for holding their open house and first dance two weeks later and set about a membership campaign. They decided membership fees would be $1.50 per year and that anyone above 19 years of age interested in an inexpensive form of recreation could belong. Forty-eight officially became charter members that night.

The temporary executive council met frequently during the next two weeks. They composed letters to all business firms and organizations in the city and mailed them together with flyers and posters, asking that they be posted in prominent places so as to attract the attention and interest of eligible young persons.

The First Party

Elaborate plans were laid for the opening party on March 5. A dance theme of "Starlight Time" was decided upon and decorations planned to carry it out, with glimmering stars and silhouettes depicting song titles with "stars" in them. For those who might not like to dance, free bingo games with snack bar prizes, ping-pong, billiards, and group singing were planned.

Then the Council and the charter members of the YAC held their breath as the evening of March 5 rolled around. The weather wasn't on their side. It was raining, a steady downpour, but the open house (free to everyone) and the dance (free to those who joined up for a year) was scheduled to open at 7 P. M. and last till 11:30.

Soon after that hour they began to flock in. They jammed around the membership table to enroll, the piano to sing, and overflowed into the dance hall and upstairs game rooms. Of the 500 whose curiosity prompted them to brave the rains, over 350 joined up then and there convinced that the club was just the thing for them.

The feminine element was in the majority that night, but dance mixers helped spread the available men around and the girls promised to work on their boy friends, cousins and brothers for future gatherings.

From that time on, the YAC grew steadily. Between 40 and 50 could be counted on to join each week and campaigns were devised to attract more men. White shirts and nylons as prizes for bringing the most men guests to one night's affair, caused one girl to round up 12 men! Letters to recently returned veterans urging them to come around as a guest to see what was offered and attend the dance free brought in more men. And just the work of good times and fun attracted others. It wasn't very long before that ratio of three girls to every man was reduced to the good old average of one man to a girl, with hopes (by the girls) of attaining the prewar ratio of three men to every girl! The huge attendance, averaging 400 to 500 at each dance, brought about a decrease in admission charges to but 25 cents. Prospective members were invited to come and look the YAC over, and attend the dance for 50 cents. Most of them joined on the spot.

Within three months, close to 1,000 belonged, with total attendance for the same period 6,600. That spoke for the success of the YAC. By the end of six months over 1,400 belonged, thus assuring its continued popularity. The YAC meanwhile, as an organization, was entirely self-supporting through receipts from membership fees and dance admissions.

Membership and Activities

Who belongs to this club? What type of person does it attract?

Most of the persons participating in the activities offered by this community center club are young adults who work in the offices of the town of Madison, Wisconsin, or in its factories. They are the people who live, not at home, but in rooming houses or apartments. They are the people seen in any city having a difficult time finding entertainment other than at taverns, bars, or dance halls. Their average age is about 23 and numbered among them are young married couples, all appreciative of the inexpensive recreation found in this club. As yet no age limit of this club has been revealed although the formation recently of an Older Adult Klub (OAK) at the center for people over 40 is offering some competition!

And dancing isn't the only type of recreation offered. Square dancing, roller skating, craftwork, a photography club, ping-pong, outings, picnics around town and via chartered bus to points of interest, scavenger hunts, softball and basketball

(Continued on page 500)

Music for Millions

By PAULA LEVINSON

TRY A "music for millions" concert in order to energize a community to use practically all of its art mediums and at the same time to bring focus and meaning to an entire season's program. One neighborhood tried it not so very long ago and found it a most gratifying project.

On the lookout for a community "lift," a committee of group workers approached Dean Dixon, conductor of the American Youth Orchestra, and asked if he would bring his music to New York City's Lower East Side. They had heard that the maestro would arrange neighborhood concerts at admissions ranging from nothing at all to a top of 25 cents.

The committee was not disappointed. Soon after their request, the young conductor spoke to representatives from local settlement houses; public, parochial, Hebrew and non-sectarian private schools; churches, the Bowery "Y"; hospitals; home for the aged; housing projects and political parties. Plans were laid at this meeting for a three-way Music Day — a morning concert for three- and four-year-olds where children sat in a circle within touch-and-feel range of musicians and instruments; an afternoon concert for seven- to ten-year-olds, made more dramatic by the addition of dance and pantomime; and, finally, an evening concert for the entire community when murals done by settlement house children were used as backdrops for the performance.

As it worked out, practically every age group was, in some way, actively engaged in the making and the selling of this event. While the original committee of program workers under Mr. Dixon's guidance had set the project in motion, the actual work of running the concert was taken over by members of five settlement houses.

Boys and girls from Christadora House, Grand Street Settlement, Henry Street Settlement, Jewish Settlement, and Madison House mimeographed tickets, flyers, press releases; wrote program notes; painted posters and murals; and sold tickets at the box office. Neighborhood shops, schools, and movie houses displayed the handmade posters and mimeographed flyers.

Tickets for the "baby" concert were made by young neighborhood artists with imagination. Stick figures sat at music stands strumming their strings. A line drawn conductor stood on a podium conducting a pair of song birds. A tympanist pounded his drum. Black notes bedecked the edges of green and blue tickets and the details of the concert were printed in youthful script to delight the hearts of boys and girls.

Flyers—in fancier print than we can type—set forth the program and the sponsorship this way

Lower East Side Program Workers' Committee

presents

a MUSIC FOR MILLIONS Concert

with Dean Dixon conducting the
American Youth Orchestra

WHEN?	SATURDAY, APRIL 28, AT 8:30 P. M.
WHERE?	Playhouse of the Henry Street Settlement 466 Grand Street, New York City
PROGRAM?	Overture to Russlan and Ludmilla ..... *M. I. Glinka* Arioso ..... *J. S. Bach* Night on Bald Mountain.. *M. Moussorgsky* Symphony Espagnole ..... *E. Lalo* A Western Rhapsody.. *George Kleinsinger* Fifth Symphony..... *L. van Beethoven*
COST?	5 cents, 15 cents, 25 cents—tickets available at Madison House, Grand Street Settlement, Christadora House, Jewish Settlement, and Henry Street Settlement. Tickets also available at the Playhouse on the night of the performance. Youth groups from the above mentioned houses are participating.

Programs, on a most ambitious scale, were mimeographed at Christadora House and distributed on the night of the performance by a dozen young teen-agers who served as ushers. The programs carried a story of Mr. Dixon and his young orchestra, short notes on the composers, personal acknowledgments for mimeographing, mural painting, the handling of publicity. Names of box office workers were mentioned as well as those of stage technicians and ushers.

The following story, written by two 11-year-olds from Grand Street Settlement, to describe the Beethoven *Fifth*, will give you an inkling of the kind of program notes the youngsters composed!

"We imagine the rich people living on top of a hill and down below the poor people live in dirty old tenement houses. The tenement people didn't

like it, so they fought to have equal rights. A handshake between rich and poor made the peace. . . ." This theme was faithfully portrayed in a mural painted at Grand Street.

The most enthusiastic of all the neighborhood volunteers were the publicity workers — young adults between the ages of 18 and 25 who produced this proud and professional-looking release for the attention of school editors.

"Program Workers' Committee of the Lower
East Side Settlements
265 Henry Street, New York, N. Y.
Orchard 4-1100

FOR IMMEDIATE RELEASE

Attention: SCHOOL EDITORS

"By running their first 5-25 cent community concert to be given by Dean Dixon and his American Youth Orchestra next Sunday, April 28th, at 8:30 P.M., at the Playhouse of the Henry Street Settlement, teen-agers from five settlement houses on the Lower East Side of Manhattan are demonstrating to their community that 'juveniles' can be creative (instead of deliquent).

"Eleven- to 20-year-old boys and girls from Christadora House, Grand Street Settlement, Henry Street Settlement, Jewish Settlement, and Madison House are painting murals to be used as backdrops, are making posters, mimeographing and distributing flyers, selling tickets, writing program notes, getting out press releases, and ushering for the concert Saturday night.

"Believing that concerts should be seen as well as heard, Mr. Dixon has inspired our neighborhood boys and girls to paint huge murals which give their impression of the music to be played at his concert. He has come to the settlements and talked to the youngsters while playing recordings of the works, or he has invited them up to rehearsals.

"At Grand Street Settlement boys and girls are working on the Glinka *Overture to Russlan and Ludmilla* and the Beethoven *Fifth*. At Henry Street boys and girls are making a mural for Lalo's *Symphony Espagnole*. At Jewish Settlement 17 young people are at work on George Kleinsinger's *Western Rhapsody* and Moussorgsky's *Night on Bald Mountain*. At Madison House two teen-agers are working on the Bach *Arioso* in pastels. The contribution at the Christadora House has been of a more practical nature. Advertising has been their specialty — making posters and mimeographing program notes.

"The concert is a sell-out, for at least 150 11-to-20's have combined in the job of advertising, selling tickets, painting murals, writing notes and releases.

"Here is the blueprint for a concert for and by the people in low-income neighborhoods!"

This story was picked up and printed in the local papers and the *New York Teacher News*.

Probably the youngsters who "got the most for their money" were those boys and girls who went to rehearsal hall to prepare themselves for their mural painting. They started off one crisp spring morning — seven boys and girls aged 8 to 13, with sketch pads under their arms and pencils clutched in their fingers. They were accompanied by the 15-year-old girl who was to supervise the painting and by their art teacher and assistant activities director.

It was like starting on a trip to the moon!

(Continued on page 501)

Courtesy Henry Street Settlement, New York City

Some Young Music Lovers

By GRACE S. EICHMANN
Visalia, California

PERHAPS YOU HAVE read or heard of Visalia—a town of 10,000 in the San Joaquin Valley, California—and of her Creative Arts Fellowship. The Fellowship was organized in February, 1936, by six writers and two musicians. Since then the organization has grown to six units held together by a Council—three life members who are coordinators at large and the president and coordinator of each unit.

By 1944 the Music Unit had lost many members because of war demands, because artists had moved to larger cities and because young couples had married and settled elsewhere. One of the members thought it would be a good idea to "grow" new members for the unit! So there came into being a Junior Unit of music lovers—ages, 10 to 15 inclusive. Their aim is "training in leadership and preparing for participation in community program." Membership is limited to 20 because the group meets in homes, some of them small. However, an especially talented boy of eight was discovered and a member moved he be accepted as Unit Mascot. The motion carried and the unit now has 21 members. The officers are elected for a three months' term.

Junior music lovers are given the same charge as their elders — "Be unremitting in perfecting your own creative urge. Cooperate in furthering the progress of all units—Writers', Music, Arts and Crafts, Floral, Drama, Thread Crafts, and Junior. Be constant in kindly fellowship with all the units. Especially be constant in your quest for beauty in other lives. When glimpsed, encourage its possessor to join our Creative Arts Fellowship and work with us in our supreme aim of building for world fellowship."

Programs

The junior annual dues, 50 cents, are half the adult dues. Juniors pay half of this sum into the Council treasury. They meet the first and third Mondays of each month from 7 to 8:30 P. M. The program opens with a brief business session conducted according to Robert's *Rules of Order*. Each member answers roll call by a short talk on the theme of the evening. The group sings together for 10 minutes under the direction of one member, another member accompanying. A longer talk on the program theme is followed by two or three special numbers—solos, duets, or group work. Then the boys and girls are ready for a game while two members and their mothers prepare refreshments. No adult plans anything a Junior can work out.

A member of the adult group works out the year's program which is incorporated in the *Fellowship Year Book*. Among the program themes have been Chopin, National Anthems, Paderewski, Covered Wagon Days, Melchior, Negro Music. The program most enthusiastically presented was Operas. Every youngster showed a surprising knowledge of opera history. The December theme was Carols. After a brief session the group adjourned to go carolling for shut-ins, for the forestry service home, the fire department, and the Old Folks' Home, then returned for refreshments.

The Junior Unit participates in three joint meetings during the year. The semi-formal dinner meeting is held in September. Anniversary Guest Night and an Exhibit in the Civic Auditorium is presented as a gift to the community in March. In 1945 the Juniors provided the entire program for this meeting to the delight of the audience, and in 1946 their program contribution was outstanding. At the time a 10-year-old boy directed the Junior chorus as well as the audience singing the national anthem. The third joint meeting is a Garden Party—a family pot-luck dinner in the county park. This program is made up of surprise numbers, usually nonsensical, by each unit. The youngsters swing, play games, or go boating between scheduled activities.

Values

What are the tested results of this project? The youngsters acquire skill in conducting meetings, in committee work, in courteous listening while others report or perform, in talking instead of reading their responses at roll call. And, of course, they make progress in musical performance.

Recently, in order to evaluate results better, the coordinator friend of the Juniors asked them to write a short sketch on "What the Junior Unit Means to Me." Some of their responses follow:

(Continued on page 504)

Who Minds a Little Rain?

By GEORGE A. LEPPER
Park and Recreation Director
Norwalk, Ohio

SATURDAY, MAY 4, 1946 was, at first glance, a literal washout. Rain, starting shortly before dawn, had drenched the city of Norwalk, and its steady downpour continued throughout the morning, its every drop adding to the apprehension of the city's smaller fry, who had appropriated this day for themselves and who were volubly afraid that the affair for which they waited would be cancelled.

For the affair was the county-wide Pet 'n Pup Parade, which had long been on tips of young tongues and an anticipation dear to young hearts. It was not to be an ordinary parade, either—for weren't there prizes to be awarded for the best pets? Thirty-five of them, too? And wouldn't old Shep, or Billy the goat, or Tabby, or Raccy the raccoon certainly be judged among the best? And how about the free double feature movie in the afternoon? Cancel the parade? Oh, *no!*

So, borrowing an edict from the theatrical profession, the show went — pardon — splashed on. It carried with it the concerned happiness of 350 youngsters and the grunts, growls, meows, quacks and squeals of some 400 reluctant and assorted dogs, cats, mice, rabbits, goldfish, ducks, pigeons, chickens, turtles, raccoons, goats, sheep, pigs—all of which made a noisy, if colorful, show and a long and damp procession.

From every standpoint the parade was judged a success. Its color insured pictorial and newspaper coverage, its simplicity guaranteed good numerical participation and its demands upon facilities, finances, publicity and supervision were

(Continued on page 498)

Courtesy Park and Recreation Department, Norwalk, Ohio

Recreational and Musical Therapy

By ANNA H. FURMAN and CAROLINE E. FURMAN

THE NEW JERSEY STATE HOSPITAL was opened in 1848. Monies were appropriated by the state legislature for the purchase of land and the erection of buildings. The hospital is ideally located within the city limits of Trenton, New Jersey, in a setting of acres of lawn and hundreds of native and imported flowering shrubs and trees.

Like all hospitals established at about this period when little was known about the causes and treatment of insanity, emphasis was placed upon the educational and religious training and the routine activity of the patients. Early reports of the hospital describe accurately the hours of classroom attendance with courses in writing, English, and the like and the insistence that all patients whose condition permitted attend church twice on Sunday as well as going to prayer meeting on Wednesday evening. Patients were awakened in the morning with a bell which began a routine adhered to closely throughout the day. There was little time for idleness. There was probably no planned program of recreation as a therapeutic measure.

New Ideas

Music was a part of the religious activities. It was probably limited to church music and the singing of sacred songs until about 1860 when certain employees were given a slight increase in salary to act as musicians and teachers of music. At about this time a band was organized, instruments were provided, and band concerts were featured two and three evenings each week. Shortly after Dr. Henry A. Cotton became medical director in 1907 he obtained the services of a young woman who devoted her entire time to arranging programs of activity and musical entertainments in the Assembly Hall and on the wards and grounds. It became apparent to him that certain patients responded to this form of attention and he endorsed the theory that planned activity was a valuable form of therapy.

In 1925 the writers of this paper became the directing heads of the recreational and musical therapy departments of the hospital. These departments, together with the occupational therapy department, were administratively classified under the general title of activity therapy programs. The recreational and musical therapy divisions of this department work very closely together and, practically speaking, function as a unit. The activities are varied and include facilities for contacting patients in the recreation hall, on the wards, and on the grounds. A variety of opportunities for the participation of practically all patients are available and our time is divided between calisthenics, folk dancing, singing and games on the wards together with picnics, May Day exercises, and circuses on the lawn. Special occasions and holidays are celebrated with fitting programs in the recreation hall. Throughout the year motion pictures are shown three nights weekly. Outstanding artists are obtained at intervals during the winter months and an adequate budget enables us to provide an exceptionally high standard of entertainment. Many outstanding leaders in the field of music and art offer their services gratis and return to us repeatedly, realizing the response and the gratitude of the patients. Over a period of years Ted Shawn and his associates have visited us once or twice each year.

For 21 years we have staged a May Day program. This is held on the lawn in front of the main building with a background of old flowering trees. Patients sit on the hill which forms a natural amphitheater and is shaded with tulip trees in bloom. Approximately 1,500 patients enjoy this pageant of color and song enacted by the patients of the recreational therapy classes. The color and beauty of the occasion is enriched by hearing the American Legion band which parades about the campus and gives an impressive demonstration. A local ballet group gives a charming and brilliant interpretation of many delightful dances. The Queen of the May is selected from among the patients and she and her attendants are appropriately costumed in colorful dresses made by the members of the class. All costumes are created from multi-colored crepe paper in soft pastel shades. There is a pageant of song and folk dancing and the traditional May Pole Dance.

(Continued on page 503)

Photo by Anita Fowler

And they came with haste, and found Mary, and Joseph, and the babe lying in a manger

"Glory to God in the Highest"

CHRISTMAS CAME to Palo Alto, California, twice in 1946, the first time six months ahead of schedule. On three of the hottest July days of recent record, more than 200 children ranging in age from 2 to 16 reported to the recreation department's children's theater. They were not too comfortable, for instead of their accustomed summer costume of bare toes and sun suits they wore shoes and socks and heavy overalls, carried windbreakers and mackinaws.

They were going to make a motion picture,* these children, to tell again the story of Christ's Nativity. Some of the youngsters, in simple costumes with accessories made from such commonplace things as crepe paper doilies and string floor mops, would play their parts as wisemen and shepherds and members of the Holy Family. Others would be angels and star polishers. Some would sing songs of praise with their junior high school companions. The large majority would act as audience, for the film takes its watchers through the preparation for a Christmas program to its final production by children of grade-school age.

The pictures on this and the three following pages testify to the fact that the reverence and the joy of Christmas were as present on those three hot July days as they will be in the hearts and minds of people of every age during the coming month.

*The film is titled *A Child Shall Lead Them*. It is adapted from the book, *A Little Child*, by Jessie and Elizabeth Orton Jones, Viking Press, New York. It was produced by Children's Productions, Palo Alto, California, from whom it is available.

Photo by Anita Fowler from "A Child Shall Lead" [illegible]

My soul doth magnify the Lord

Photos by Anita Fowler

And there was with the angel

A multitude of the heavenly host

Praising God

And saying . . .

Glory to God in the highest

And on earth

Peace

Goodwill toward men

otos by Anita Fowler

"Better Members of the Community"

PEOPLE WHO ARE FOND of classifying their fellowmen into either-or-groups might well say that the whole world is divided into dog-lovers and dog-haters—or at least dog-dislikers. If you just don't like dogs it will make very little difference what training a pup has. But even the greatest friend of the canine breed can be annoyed almost into the other camp by a dog with bad manners. The dog that howls, the dog that chases madly after anything on wheels, the dog that jumps with exuberant but annoying enthusiasm upon any unwary visitor to the home—all these creatures are a menace to human peace and definitely unfair to fellow canines.

Some citizens of Montclair, New Jersey, feeling strongly upon such matters felt, too, that it wasn't the dog's fault if he behaved unmannerly. As masters they recognized their own responsibility for their pets and sought a way to remedy a bad situation. They thought the best remedy lay in obedience training tests and they appealed to the Montclair Recreation Department to provide the necessary instruction for people and animals.

Thus it came about that the department included a program of this kind in its 1945-46 schedule of activities. The program was so successful that it is being continued and expanded this year.

How It Works

Two classes—one for novices, one for more experienced groups—were taught in the autumn of 1946 by a volunteer who thinks that the hours he spends in this way are thoroughly worthwhile. The primary purpose of the course is "to make dogs better members of the community" at home, on the streets, with people, with other dogs. A secondary purpose is to prepare dogs for showing at American Kennel Club bench shows and to participate in the A.K.C. obedience trials. There are no pedigrees required before a dog can learn his lessons of obedience. Any dog, no matter how confused his ancestry, is eligible.

Dogs and trainers attend 12 weekly classes. The first meeting last year was full of noise with the park shelter house, where it was held, an echoing bedlam of howls and barks until the leader took over and, through his understanding of dogs, restored quiet. The class meetings are, really, only the beginning of the program, for the trainer works with his pup from 15 to 25 minutes on each of the other six days of the week to set the lessons through habit. This year, too, the obedience training classes will be supplemented by other meetings when lectures and discussions on dog care will be conducted periodically by local veterinarians.

Library Cooperation

The recreation department's work with and for dogs has been aided and abetted by the Montclair Library. Contrary to usual custom this library does not show a "No Dogs Allowed" sign. Dogs, as long as they are leashed, may come and go with their masters. As a matter of fact the library's attitude goes beyond mere tolerance. A pan of fresh water is kept filled for thirsty canine visitors and dogs familiar with the library through many trips make a bee-line for that watering place, sometimes insisting on a drink before their human companions can return their books. The library has, moreover, an extensive collection of books about dogs for all age groups.

It is not, therefore, surprising that the library staff took more than a passing interest in the recreation department's training program. Specifically their interest had issue in a radio program over broadcasting station WAAT during National Dog Week (September 22 to 29, 1946). On Wednesday of that week a member of the library's reference staff, the instructor for the obedience classes and the assistant director of recreation went on the air to tell the station's listeners about the training classes.

Rules and Regulations

In order that the classes could go forward with maximum efficiency a few simple rules were mimeographed and given to every entrant. They read as follows:

Each handler, at all times, is legally responsible for his dog.

The trainer or the recreation department is not liable in case of accident. Handler assumes responsibility at all times.

The trainer has the privilege of rejecting from the class a handler and dog if, in the opinion of the trainer, it is necessary.

(Continued on page 503)

Films for Recreation

"Visual aids" — or "audio-visual aids" — has become, in the last few years, almost a phrase to conjure with. Films and film strips, slides and recordings, charts and graphs and blown-up photographs have been pointed to by various and sundry people as the cure-all for every organizational ill. Whether or not you can go the whole hog with the super-enthusiasts, it is certainly true that the brain remembers well what the eye sees and the ear hears, and this is as valid when you're trying to spread the doctrine of recreation as it is when your aim is making clear to the young hopeful the difficulties of geometry. It is, therefore, good news that the recreation movement can point with pride to two new advocates with the eye and the ear, two 16 mm films in sound and color.

It is important that we can add those two words "with pride," for bad visual aids are almost worse than none at all. The two pictures which have been designed to further the cause of community recreation are *Playtown, U.S.A.* and *$1,000 for Recreation*. They were made with care under the auspices of the Athletic Institute. Time and thought and understanding went into their production. Outstanding leaders in the recreation profession lent their counsel to the producers. Others saw and checked the prints before they were finally released. The results are both sound and interesting.

Both pictures lay their chief visual emphasis on the physical aspects of the recreation program, on team sports and active games. Both do take cognizance, however, of other features that must go into the well-rounded program.

The mechanics of color and sound are good in both films. They are easy to listen to, easy to follow. They are alive, and have avoided the error of dashing off in all directions at one and the same time.

The Stories

Playtown, U.S.A. is the longer of the two films. Its running time is 25 minutes. It presents the problem of a town (population about 50,000) which, though it has many excellent features for community living, has no planned recreation facilities.

The first half of the picture is seen through the eyes of a high school teacher. Disturbed by the ills that children are heir to when they must play in streets and dumps and railroad yards, he sets to work to get good community facilities for his town.

The story of this one man's efforts as he spreads interest in the problem through the network of the town's organizations and their citizen members is the story of how any community of the same size can set up a recreation program. It is, in many ways, the same familiar and dynamic story of citizen organization for any community need. It is a good thing to have such a procedure clearly presented on behalf of recreation.

The second part of the picture shows the program in action. Here is no academic presentation of an Utopian dream. The scenes of people taking their recreation as part of a city's planning are actual shots of a real recreation program in a city of about 50,000 people.

$1,000 for Recreation is designed to do a different kind of job. It is about half as long as *Playtown, U.S.A.* and might well be used on the same program as a prologue to the longer picture. It deals with the question of how to handle the benevolent private organization which, having some surplus money and an enthusiasm for recreation, wants to "do something about the old vacant lot on the corner." Such a situation is described in the opening sequences of the picture. The eagerness of an officer from a small town civic club with a thousand dollars to spend for recreation is countered and wisely channeled by an experienced recreation executive. The picture pounds away at the necessity for long range thinking about community recreation, demonstrates the desirability of a tax-supported program, shows conclusively the pitfalls of private sponsorship.

Usage

The films, either separately or taken together, should be particularly useful in communities which are considering a recreation setup for the first time. *Playtown, U.S.A.* especially, shows very clearly the need for building such a program on a broad and sound base of community understanding and community good will. Both films were

(Continued on page 508)

Program for a City

By W. C. McHORRIS
Director of Recreation
Kingsport, Tennessee

THE DEPARTMENT of Recreation in Kingsport, Tennessee, was started in 1942 under the Office of Civilian Defense. It was carried on the following year by the Community Chest with the addition of a small budget for equipment and supplies from the city. In those years it took root and is now functioning under an appointed seven member City Recreation Commission.

The chief recreation facility, the Civic Auditorium, was released in the early spring of 1943 by a war industry which had used it as an administration building. The advisory council of the OCD requested of the City Council permission to use the building as a community center. Permission was granted and, with Lanham Act funds, the first year-round recreation program for the City of Kingsport began to take shape.

Facilities and Planning

The Auditorium, located by the city fathers when they were planning for the community about a mile and a half from the business section, is in what is now becoming a center of the residential area. It provides, among other things, an office for the Director of Recreation. Just a stone's throw from the Auditorium is the American Legion Swimming Pool built by Hammond Post No. 3 and deeded to the city. About 150 yards to the east is the football and baseball stadium. There are, in addition, five summer playgrounds and two school buildings used for winter athletic activities and as a skating rink. In and about these facilities major recreation activities are conducted the year round.

Kingsport is the home of the Tennessee Eastman Corporation and of several smaller industries. The Eastman Corporation had an excellent recreation program and the smaller industries were attempting to set up programs of their own. It seemed a wise plan to create an Industrial Recreation Committee which would work closely with the City's Recreation Director and would coordinate all industrial recreation activities in the community. It was due in large part to the work of this Committee that some of the recreation opportunities described below were possible.

Because of the gas shortage the first year's activities were rather small in comparison with the number of industrial and war workers living in the city and its surrounding area. The seed, however, was sown in 1943 and by 1944 time had been allowed for planning a program suitable to all types of participants. This program now includes a wide choice of activities originating within the community and an opportunity for children and adults to hear and see some of the best outstanding entertainment and educational programs offered by metropolitan booking agents.

The Community Program

The Civic Auditorium is the hub of local recreation activities. It is a spacious building. Within its walls are five small club rooms which can be made into one large room by rolling back sliding partitions. Just across the hall there is a large dual purpose gymnasium. A kitchen which adjoins the clubrooms may be used for preparing banquets or special parties.

Two nights each week craft classes are held in one of the small rooms. In others there are games five nights a week. Saturdays and Sundays are reserved for special parties, dances and club programs.

The gymnasium is in almost constant use for stage productions, basketball league games, volley ball, badminton, wrestling bouts, motion pictures or the ever popular name band dances. Among the name bands which have played for dancing are Sammy Kaye, Jimmy Dorsey, Ina Ray Hutton, Tony Pastor, Erskine Hawkins and one of the Spotlight Bands. Guy Lombardo and the former Glenn Miller orchestra are scheduled for 1946 dances.

By September 1946 reservations of the Auditorium's facilities by clubs, civic groups and private organizations had been made through March of 1947. Cheek by jowl with these special programs will be the Department's regular nightly schedule including its special family nights and weekly athletic program.

Cultural Series

The programs brought to Kingsport from the outside add a kind of plus value to the local ac-

(Continued on page 505)

All-County Hobby Show

By A. J. SCHARA
Recreation Director
Manitowoc, Wisconsin

Hobbyists from stamp collectors to people who write the Lord's Prayer on the head of a pin, demonstrated their collections at the Manitowoc County Hobby Show held at Manitowoc, Wisconsin, and sponsored by the Manitowoc Recreation Department. The show was held in the Armory Exposition Building at the Fairgrounds over a weekend, opening on Friday evening and continuing Saturday afternoon and evening and Sunday afternoon and evening.

Hobbyists and collectors of all types were given an opportunity to show their collections and demonstrate their works if they were amateurs. The show did not include pets of any kind.

The three day program was a double-barreled affair. There were booths for the display of collections or creations by the hobbyists. Interest ran high and an amazing number of different kinds of hobbies were represented. The list of entries makes fascinating reading because it testifies to the range of things open to anyone with a touch of collecting mania and proves, if proof be needed, that you don't have to be a millionaire to pursue a hobby. Here are the collections that were entered:

Insects, greeting cards and napkins, embroidery, dolls, clay modeling, numismatics, philatelics, medals, Indian relics, antiques, needlework, vases, flower arrangements, model airplanes, wood carvings, model electric train and scenery, collections of postcards, pictures of movie stars, snapshots, coins, a miniature circus, model boats, giraffes, pencils, paper weights, dogs, party favors, bird books, penguins, cats, novelty gift wrappings, souvenirs, spoons, scout merit badges, flatiron trivets, Jap money, chair caning, war mementos, foreign money, scrapbooks, car design drawings, knots, braids, collection of safety posters, Confederate money, miniature animals, paintings, toys, pictures of opera stars, water colors, cacti, sea shells, beer labels, old-fashioned hat collection, doll houses, collection of angels, Christmas seals, cigar bands, dried apple dolls, lamps, butterflies, cigarette packages, leather tooling, oil paintings, hotel soap collections, fishing tackle, belt buckles, buttons, frogs, paper flowers, lapidary work, autographs, arrowheads, bottles, bells, penny banks, beer steins and mugs, fans, cut stones, Christmas tree ornaments, bisque figures, first editions, old jewelry, old hat pins, soap carvings and pipes.

Highlights

All the exhibits were interesting. Some of them were outstanding in attracting crowds of spectators.

The collection of penguins included 700 examples no two of which were alike. In it there were samples of every kind of representation of the bird that looks like a man from small glass replicas to large stuffed "originals."

Another collection which attracted attention was a collection of 60 dolls including items from France, San Salvador and Guatemala. One doll was more than 60 years old. Another had a tin head.

One exhibit was made up of frogs in porcelain, glass and metal. Another, of dried apple dolls, copied such varied and familiar personages as Madame Chiang Kai Shek, Old Mother Hubbard, Captain Kid, Pistol-Packing Mama, Old Black Joe, Chief Yellow Thunder. The collection of cacti was extensive. Other exhibits that were novel and arresting were paper weights, a collection of giraffes from one inch high to six feet in addition to books and pictures on this animal, scrapbook collections of over 1,000 cigar bands, 6,723 match book covers (one from every State in the Union and from 63 foreign countries), lapidary work and rough stones, including fulgurite—vitrified tubes of sand formed by the intense heat of lightning when it penetrates a mass of sand and fuses a portion of the materials through which it passes.

Entertainment

The second string to our bow was a varied entertainment program primarily by local people. Their hobbies were such activities as music or fancy skating or acrobatics. Their contributions to the entertainment of the visitors ranged from a performance by "Donald Duck" to organ music. For this part of the program the President of the Manitowoc Recreation Board served as Master of Ceremonies.

In addition to these "live" acts, there was a continuous showing of home movies in a little area set aside as a theater. Some of the films were taken in Manitowoc. Others were made at various points of interest throughout the United States. This feature of the program was very well received.

(Continued on page 504)

Small Town to the City*

THERE ARE MANY WAYS of measuring a city, but we know of none more accurate than the pleasure of living in it. What does it offer its people, footloose adults and teen-agers, well-to-do and poor?

By that measure Kansas City's organized and free recreation is just starting a climb toward goals that seem fantastic today. Yet they are backed by unanswerable logic, human interest and human yearning.

By common consent the large cities generally offer more of the pleasures that cost money, while the small towns or cities give more in neighborliness and the pleasures that are free. Kansas City's "fantastic" goals for public recreation are set up to equal what almost any small city under 10,000 takes for granted.

Can you think of a town of 6,000 without its good ball diamond where teen-agers and adults play throughout the spring and summer? The National Recreation Association sets one ball diamond for each 6,000 population as a reasonable standard for the larger cities.

Kansas City has eight major diamonds and thirteen passable minor diamonds. To equal the modest recommendation it needs at least 46 more. Fantastic? All depends on whether a city is willing to go ahead and do the things that were obvious in the small towns where a large part of our population was born and reared.

Beginnings of Progress

Our public recreation started six years ago from next to nothing. It has made a lot of progress. But the small town pleasures on a scale for our population are still years away.

This summer play and attendance at the public ball diamonds have gone up 35 to 40 percent. Space is jammed. There are no industrial leagues and only one league for women. Others straining to start are held up for lack of space. No one can say how many more thousands of boys, girls and adults will rediscover the delights of the local ball diamond if given a chance.

Using an equally modest yardstick on softball needs the national association's recommendations would mean 133 softball diamonds for Kansas City. We have 38. Although the best time to play is after dinner, not one of our 38 is lighted.

Suppose Kansas City had all the good baseball and softball diamonds it needed. Equip the major baseball diamonds with adequate stands, running water and toilet facilities. Locate the softball diamonds at major play centers with the same type of facilities. This one activity would mean a tremendous summer of healthy, outdoor life for tens of thousands.

Many small towns have good courts for croquet and roque. Virtually all have horseshoe pits.

If your neighborhood had a modern recreation area it would have all those game facilities plus handball, shuffleboard, badminton and almost anything else in demand. For the younger children it would offer permanent play equipment including covered sandpiles. All its equipment would be kept in a permanent building on the grounds. It would provide a shelter, water fountains and toilets. Such a recreation area would be a busy center for spring, summer and autumn outdoor activities, a center of community life.

Kansas City doesn't have one such center today. The forerunner is the system of neighborhood playgrounds with little equipment and no permanent facilities. Such as they are they attract a daily attendance above 5,000. A beginning.

Goals for Summer . . .

Inexpensive social life sponsored by the city is booming this summer. The bitterest criticism against a large city comes from human loneliness. This summer there is a square dance every night with the attendance ranging between 300 and 400. Community sings to the tunes of a five-piece pep band are bringing together 400 to 500 a night. Teen-age clubs are swarming with youth with the East high school group collecting 500 to 600 every night its club is open.

The spirit of community social recreation is as deep in the hearts of city people as it is around the band stand of a small town park. It simply requires a lot more organization — and Kansas City still has a long way to go.

Band concerts are a Kansas City institution. This summer the crowds have grown beyond anything in the past because of definite locations.

(Continued on page 508)

* Reprinted by permission from *The Kansas City Star*, July 21, 1946.

WORLD AT PLAY

Staff Party

WHEN a recreation staff looks to its own fun — that's news. And that's just what happened in Long Beach, California, last Christmas. Two hundred and seven people—staff members and their children—consumed 173 pounds of turkey, played games, sang carols and watched a Christmas film.

Christmas in Los Angeles

Two hundred twenty-one Yuletide programs were planned in 1945 by the Los Angeles Recreation Department for children and adults of the city. Among these were community night Christmas programs for all members of the family with music, carol singing and other entertainment; children's events — plays, parties, operettas and Christmas pageants put on by the children for the benefit of their parents and friends; teen-age dances and old-fashioned dancing parties; special programs for boys' and girls' clubs and groups of all kinds; neighborhood carol singing tours on Christmas Eve.

Nature Talks

STUDENTS in schools and colleges in and near Detroit recently had an opportunity to learn more about the world they live in, thanks to the Detroit *News*. Under the auspices of that newspaper Frank Gehr presented lectures on birds, animals, insects, frogs, toads, flowers. Mr. Gehr, who participated during the summer of 1946 in the program of the Westchester County (New York) Camps, gave his illustrated talks for three weeks—to youngsters, from the grade schools, the first week; to high school pupils, the second; to college students, the third.

Looking Forward

CITIZENS of Tacoma, Washington, and of Atlanta and Fulton County, Georgia, can look forward to improved facilities for recreation. In Tacoma $781,600 of a proposed expenditure of $2,000,000 will go for improvements on playgrounds and development of new playground facilities; for bathing beach developments; new tennis courts, baseball diamonds and picnic areas; day camping facilities; a salt water swimming pool. In the Georgia communities $1,000,000 of a $40,000,000 bond issue has been earmarked for city parks and county health and community centers.

Schools and Recreation

AT THE 32nd Annual Conference of City Managers held in Montreal last June recreation was included in the subjects discused by city managers of cities from 20,000 to 50,000 population. *Public Management* magazine for August states that it appeared from this discussion that cities with the best recreation programs were those in which school districts permit the use of school facilities and personnel. The report also states that to keep control of recreation activities under the city a recreation department supplemented by a school board contribution provides the best arrangement.

Winter Visitors

EACH year Tucson, Arizona, is host city to many winter visitors. To make their stay more attractive the Recreation Department and the Chamber of Commerce have set up a club designed to entertain the city's guests with regularly scheduled parties and special events.

First Aid for Parties

"WHAT can we do?" is the problem of many a hostess, club chairman, or neighborhood get-together. The Recreation Department of Martinsville, Virginia, helps with the answers: Mimeographed bulletins, special help

with unusual problems, and leadership is provided for groups numbering 50 or more people. Church groups, civic clubs, parents, take advantage of this offer of assistance. A record is kept of services. In 1945, 15 different groups consulted the game files, and 11 groups were given leadership for an hour's entertainment.. Martinsville's population was given as 10,080 in the 1940 census.

One Man's Testimony as to the Value of Home Museums—"As I look back on my unbroken years of business successes I feel that the foundation for these was laid in that children's home museum. As I put a newly arrived exchange on my shelf I first learned all about it, and I arranged the various specimens with relation to each other. Somehow the work which I did on my own museum helped me in developing habits that have been priceless in the years of adult life."

Plans for Park Development—J. A. Krug, Secretary of the Interior, after a strenuous two-week air trip to the principal cities of the area in which Interior field activities are located, announced at his staff meeting that the development of recreation facilities in national parks of the Northwest has his full and vigorous support. He stated that he had designated Conrad L. Wirth, a Park Service veteran who served as a Colonel in the Army, to prepare plans for improving development of the parks, particularly Mount Rainier and Olympic Parks.

Happiness and the Problem Child—"Every problem child is an unhappy child. If the teacher can help him to be happier, she will lessen his problems."

This is the message from Lili E. Peller of City College, writing for the National Committee for Mental Hygiene and reported in the *World-Telegram,* May 23, 1946.

Report on Fishing at Union Terrace, Allentown, Pennsylvania—"The Park Department gets the fishing pond in condition for the opening of the fishing season. The Lehigh County Fish and Game Protective Association stocked the pond. Only children under 16 years of age may fish in the pond. A policeman is on duty at all times when fishing is permissible. It is a very interesting sight to see the banks lined with boys and girls, rod in hand, anxiously watching for their first nibble."

Cultural Surveys—Several cities, using the suggestions compiled by a member of the staff of the Association of Junior Leagues of America and published under the title *Arts and Our Town,* have recently completed extensive surveys of their available cultural facilities. Two of them, Corpus Christi, Texas and Vancouver, Canada, have published the results of their investigations thus making it possible for any citizen of the communities to see at a glance what possibilities there are for participation in the fields of music and art, drama and dancing and crafts and where to go for these activities.

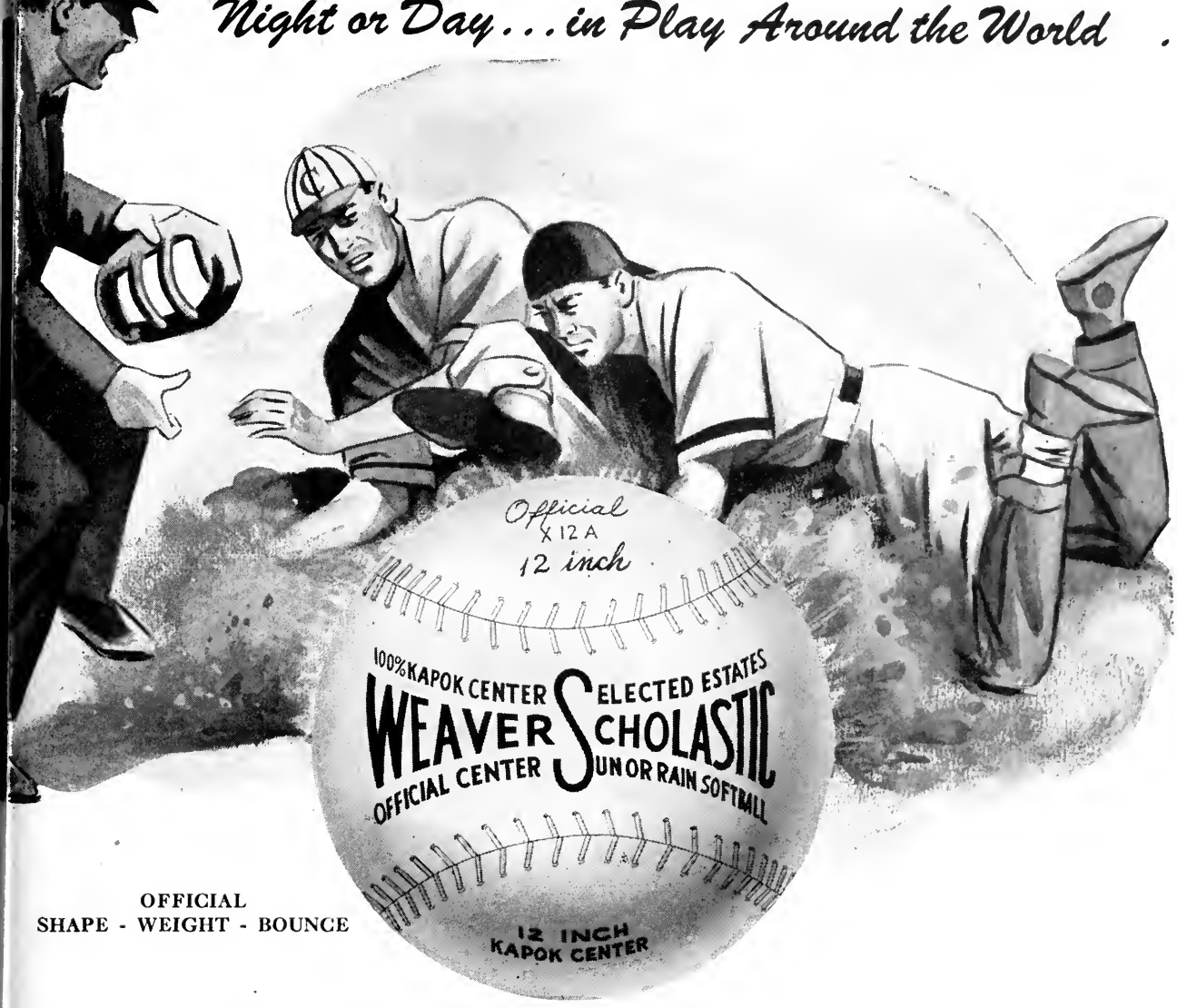
Chicago Conference—The 12th Annual Chicago Recreation Conference was held this year at the Hotel Morrison on Saturday, November 23. It was a one-day conference sponsored by the Chicago Recreation Commission and 200 other civic organizations.

Contest—*The Crippled Child* for September, 1946 announces approval by the National Association of Secondary School Principals for the Michael J. Dowling Memorial Award Contest. The contest is open to art students in secondary schools. The winning design will be used by the National Society for Crippled Children and Adults in its Easter Seal Campaign. For further information write to John B. Carnell, National Society for Crippled Children and Adults, Inc., 115 La Salle Street, Chicago 3, Illinois, for the new Michael Dowling folder.

Interest of Mayors in Recreation—At a recent meeting of a large number of mayors from a Middle West state there were several problems of consuming interest—juvenile delinquency and what to do about it, taverns admitting minors, enforcement of curfew ordinances, providing better recreation opportunities.

A Recreation School—August 11 to 25, 1946 were days set aside for the sixth annual Eastern Cooperative Recreation School. Designed as a training course for leaders the school was endorsed by groups concerned with recreation in rural areas. During its two weeks of sessions prospective leaders studied and put into practice the principles of such forms of recreation as dancing — folk, ballroom, singing games — dramatics, games, arts and crafts, and music.

Night or Day . . . in Play Around the World



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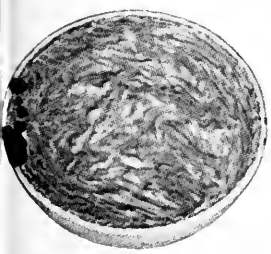

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Christmas Stories

ARE YOU LOOKING for special tales for the story-telling hour now that Christmas is upon us? Here are a few sources, some of which may be new to you. All of them are tested.

In *Christmas,* by Alice Dalgliesh. Scribners, New York.
"The Christmas Tree of Good St. Florentine"
"The Festival of St. Nicholas"
"Toinette and the Elves"

In *The Long Christmas,* by Ruth Sawyer. Viking Press, New York.
"The Animal's Christmas Tree"
"The Crib of Bo 'Bossu"
"The Gold of Bernadino"
"The Good Night"

In *The Christmas Nightingale,* by Eric P. Kelly. Macmillan, New York.
"In Clean Hay"

The Man Who Owned the Stable, by Armand L. Currie. John Knox Press, Richmond, Virginia.

The Shepherd Who Missed the Manger, by Rufus M. Jones. Doubleday, Doran, New York.

A Gift for Babuska, by Annie Kerr. The Womans Press, New York.

Official Release

(Continued from page 464)

mittee on Recreation, an informal, unofficial committee of federal agencies to provide effective coordination and expansion of federal permanent peace recreation services to the states.

Recreation workers throughout the country will be proud that Walter L. Scott has been chosen for this important new post. Because he is one of their own number, has had such long experience in the work, because they know his wisdom and good common sense and kindly, thoughtful spirit; as well as because of the value of the undertaking itself recreation workers will wish to do what they can to help make his work successful.

State Recreation News Notes

JAMES F. EVANS, Director of State Parks in New York, succeeds Harold Lathrop, formerly Director of State Parks in Minnesota, as president of the National Conference of State Parks. Mr. Lathrop is now a member of the staff of the National Recreation Association giving service to state governments in the western United States.

Other officers elected at the Conference's annual meeting held during a Pacific pilgrimage to 53 state parks in California and Oregon are Thomas W. Morse of Raleigh, North Carolina, first vice-president; Frank Quinn, Austin, Texas, second vice-president; Harlean James, Washington, D.C., executive secretary; and C. F. Jacobson, Washington, D. C., treasurer.

Term members of the board of governors are Mr. Quinn; Ed Jameson, Fulton, Missouri; Lewis G. Scoggin, Tallahassee, Florida; Russell B. Tobey, Concord, New Hampshire; Herbert Maier, San Francisco, California; C. G. Sauers, Chicago, Illinois; P. V. Brown, Indianapolis, Indiana; Charles De Turk, Wayne County, Michigan; J. R. Knowland, Oakland, California; Frederick Adams, Omaha, Nebraska; C. L. Garrington, Madison, Wisconsin; and T. W. Morse. Holdovers include S. B. Beardman, Salem, Oregon; Mrs. Edmund Ball, Muncie, Indiana; and J. F. Evans.

Life directors elected by the Conference are Tom Wallace of Louisville, Kentucky; Horace M. Albright of New York City; Howard Bloomer of Detroit, Michigan; Laurie Cox of Syracuse, New York; Mrs. Henry Frankel of Des Moines, Iowa; Robert Kingery of Chicago, Illinois; Harold A. Wagner of Akron, Ohio; Conrad Wirth of Washington, D. C.; William M. Hay of Nashville, Tennessee; and Harold Lathrop of Minneapolis, Minnesota.

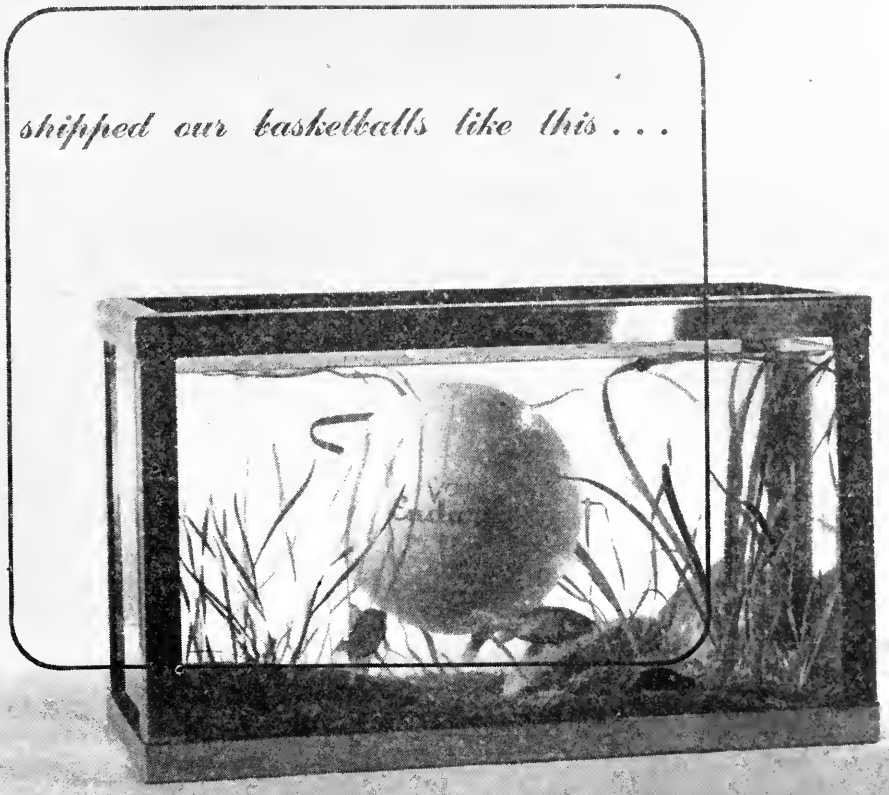
During its first year of operation, the New York State Youth Commission approved 208 projects, of which 201 were recreation projects. Of the $781,861.89 expenditures on the recreation projects, $272,463.33 will be returned to the communities from the State aid funds of the commission.

A study of the first 148 projects showed that 59 per cent of the projects are in towns under 5,000 and another 33 per cent are in municipalities between 5,000 and 25,000. No previous program had been in operation in 52 per cent of the municipalities. Projects are year-round projects in 73 per cent of the cases.

H. R. Giles was appointed State Director of Recreation in Kentucky on September 19 by the Commissioner of Conservation. The appointment was made on the recommendation of the State recreation committee and with the approval of Governor Willis. There is a two-year budget of $18,000 for this new division of recreation.

waterproof

if we shipped our basketballs like this . . .



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Ernest Thompson Seton

On October 23, 1946 Ernest Thompson Seton, 86 years of age, world authority on Indian lore and wild life, died at his home in New Mexico.

In 1902 he had founded the Woodcraft League. Many of the early playground and recreation leaders worked closely with the Woodcraft League. Mr. Seton was very active in the early days in the work of the Boy Scouts of America.

Message to Youth Leaders

As leaders of young people it shall be your happy fortune to see and feel things which books and instructors have tried to tell you. As leaders you shall have a part in a great drama of life and hear the symphony of youth.

You are standing in a path of destiny—you are dealing with life at its most strategic point. As good leaders you shall continue to provide myriads of vital experiences which will contribute to fullness of life and effective living. As a leader you shall have the opportunity to make a great contribution to the lifelong spirit of youth; the spirit which makes the individual look forward to each day, each week, each year; the spirit which will make him reach for a star, pick the first huckleberry, climb the mountain, have interest in life, and courage to try the new.

Because you are helping young people find a place in this dynamic, stimulating and challenging world you should be a better person — a more inspired leader. You are on an important mission. Have faith in youth and lead them on!

—*Petronella Tacionis*

Films for Children

Concern for the film fare of children has reached, of recent years, spring tide proportions. Starting with parents and teachers and "spiritual pastors and masters" it has beaten upon motion picture producers, motion picture distributors, owners of local motion picture theaters. It has had many manifestations in many places, most recent of them a plan brought forth by the motion picture industry.

This plan provides a children's film library made up of 28 feature pictures approved for children of elementary school age by all reveiwing groups. New prints of the films have been made and placed in film exchanges across the country.

The list of pictures and their distributors follows:

Adventures of Huckleberry Finn (M-G-M)
Alice in Wonderland (Paramount)
Anne of Green Gables (RKO Radio)
Anne of Windy Poplars (RKO Radio)
The Barefoot Boy (Monogram)
Blondie Brings Up Baby (Columbia)
Five Little Peppers and How They Grew (Columbia)
Five Little Peppers in Trouble (Columbia)
Green Pastures (Warner Bros.)
Jane Eyre (20th Century-Fox)
The Hoosier Schoolboy (Monogram)
The Human Comedy (M-G-M)
Knickerbocker Holiday (United Artists)
Little Miss Marker (Paramount)
Midsummer Night's Dream (Warner Bros.)
The Mighty Treve (Universal)
Mrs. Wiggs of the Cabbage Patch (Paramount)
Poor Little Rich Girl (20th Century-Fox)
The Prince and the Pauper (Warner Bros.)
Rebecca of Sunnybrook Farm (20th Century-Fox)
Sandy Gets Her Man (Universal)
Sis Hopkins (Republic)
Song of the Open Road (United Artists)
Three's a Family (United Artists)
Two Thoroughbreds (RKO Radio)
The Underpup (Universal)
Young Buffalo Bill (Republic)
Young Tom Edison (M-G-M)

These films are available. Whether they are shown—as many are being shown on Saturday mornings—in any community will, of course, depend upon the local theater owner. The chances are that he will cooperate readily if the community is clearly and obviously in favor of such a procedure.

THE SPORT OF ONE WORLD

IN ONE SHAPE or another, made of one material of another, you will find archery tackle in use by every nation on the face of the earth. Archery is not only the oldest known sport. It is also the most nearly universal of sports.

The true toxophilite (a fancy word for archery bug) considers the rifle and the atom bomb new-fangled devices which probably aren't here to stay. He will remind you that: (1) archery has put more meat on the table than all other weapons combined; (2) archery is found in every country and among every race and tribe; (which is more than can be said for the six-shooter or the atom bomb); (3) more arrows have been shot, even on the North American continent, than shells. (Try walking through the woods sometime looking for shells instead of arrowheads.)

Archery has a place—a strong place—in your program today. Archery has the fundamental appeal. Archery is for all ages, both sexes, for the healthy and infirm, the robust and the recluse. Archery is a proved builder of co-ordination, muscle, vision, perfect posture, and steady nerves. And, best of all, archery is true recreation.

You will find a Ben Pearson dealer near you, and you will be astonished at the beauty and inexpensiveness of the archery tackle he displays. Look him up soon. And meanwhile, for help in forming an archery club, archery class, or installing an archery range, write Ben Pearson. We maintain an advisory service especially for that purpose.

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CLAY MODELING, by R. R. Fiore..... 1.00
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FIGURE DRAWING WITHOUT A MODEL, by Cliff Young 1.00
BUSINESS OF CARTOONING, by Chuck Thorndike... 1.00
WORKING IN LEATHER, by Margaret Ickis..... 1.00
PRACTICAL HOME DECORATING, by Eleanor Lee... 1.00
FUNDAMENTALS OF WOODWORKING, by Harry C. Helfman..... 1.00
HOUSE OF LITTLE BOOKS
80 East 11th Street New York 3, N. Y.

Recreation by Bookmobile

(Continued from page 461)

a reader is not just a reader to the head librarian and to other members of the staff who do not have the privilege of actually making the day-by-day trips on the bookmobile. When there is a special request to "send something on chicken raising," there comes quickly to mind a conversation with the borrower and the joy and pride with which she spoke of her chickens at the recreation program. Many of the rural citizens who attended the programs now visit the headquarters library and talk of books that they would like to read. All this helps in book selection at the time book orders are worked out. When the final program was held on the Court House Square honoring the Indian chief and princess, many of the bookmobile patrons came into town and visited the library. This is the human side of it.

Statistics, too, tell a story of values. The number of books read from the bookmobile in 1946 has far surpassed all records in its entire history. New points of distribution have been requested and new readers gained. During the past summer, the daily circulation of books rose from 250 to 480. For the three months, June, July, and August, the number of books read was almost 100 per cent gain over past years in which there was no effort put forth to integrate reading and other kinds of recreation. A large part of bookmobile patrons read informational books. Thus knowledge has been increased in all the homes.

Another result has been the organization of a community club with recreation, reading, and civic improvement as objectives.

In addition, it is highly probable that the grandmother referred to in the beginning is not the only older person whose heart was lifted to a high plane of interest and pleasure in recreation and to a better understanding of young people.

Certainly we know that our bookmobile recreation program does pay high dividends in happiness, in human relationships, and in mounting circulation statistics. We are planning a larger program for next summer.

Who Minds a Little Rain?

(Continued from page 480)

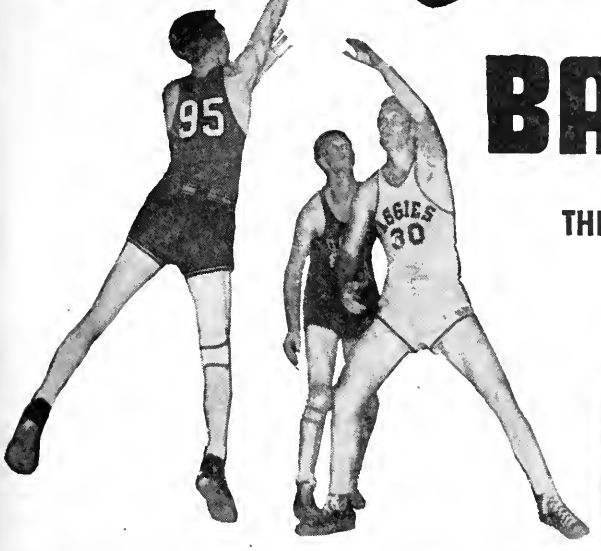
negligible. Preparation for the event was, roughly, broken down into three sections: publicity, awards (which included the free movie), and the solicitation of prizes.

Program Details

For the benefit of departments of recreation that would like to initiate a Pet 'n Pup Parade in their communities, a brief story of how Norwalk's parade was conceived and activated might be of value. It would start with the Park Department, which was considering a "flash" activity that would in no way interrupt already organized recreations and would, at the same time, bring the work of the Department graphically before the people of the city.

The Recreation Director contacted the manager of the local chain theater. The two decided upon the activity, the date for its promotion and settled the details of eligibility, which were cut down to only two. No pet was to be over 30 inches high, and no parader was to be over 14 years of age. A double feature movie bill of the wild west type was booked for May 4. The local Chamber of Commerce gladly promised to defray the expense of the theater admission tickets, and two theater employees were detailed to canvass all local stores for prizes that were to be given to the winners of the parade's various divisions. Awards were to be made at the time of the movie.

"PLAY Championship BASKETBALL!"



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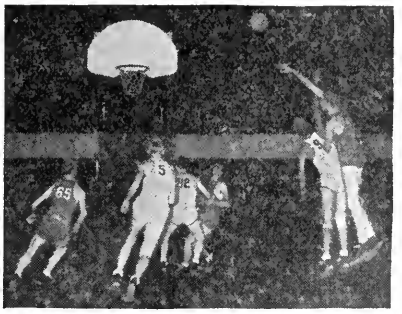
Arranged for the convenience of coaches in six individual though integrated films, the series demonstrates: individual offense, individual defense, team styles of play, Iba's 21 famous offensive plays diagnosed, strategy and drills.



Slow motion, close-ups, and unique camera angles are used, with plays analyzed and interpreted by narration. Superior photography lends sharpness of detail to fast moving action.

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Narrated by
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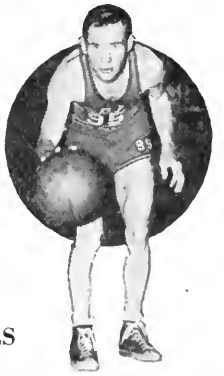

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Parade application blanks were made available by the theater and their distribution and collection was done by the recreation director. He also prepared write-ups that were sent to all county newspapers and to two newsreel companies and two national magazines on the off-chance (no chance at all, it later appeared) that national coverage would be given the event.

The local veterinarian was assigned the job of chief judge, and the commander of the city-garrisoned National Guard Company was asked to act as parade master. The high school band "couldn't make it—sorry!" and so the powerful public address system of the Veterans of Foreign Wars was attached to a record player. The set with its 35 watts of power covered the entire downtown area.

The route of march extended from the high school to the recreation center, a distance of some four blocks. It used a heavily traveled transcontinental highway, and the police department was called out in force to assure that no injuries would result from the combination of skidding cars and 80 pound pets leading 60 pound paraders.

Evaluation

In the final evaluation Norwalk's Pet 'n Pup Parade was counted successful because it was new to the city and a novelty, with awards to all participants (ribbons and movie tickets to all, and prizes to winners), seldom is counted a failure. It was not cancelled because of the weather, any cancellation often having a bad after-effect upon the subsequent running of any activity.. It used, as its line of march, the main street of the city where all could best see it. It was heartily backed by all merchants, organizations and individuals who were approached in regard to its support.

A Pet 'n Pup Parade is fun, and it will be an annual affair in Norwalk—by popular demand.

Draft-Age Fun in the Postwar World

(Continued from page 476)

teams, dancing lessons are some of the other activities, with something doing almost any night the center isn't scheduled for the high school crowd or older group. Wednesday evening, originally chosen as official YAC night at the center with an orchestra dance as the chief drawing card, soon shared honors with Friday night when during the summer months, the center was obtained through a swap with the high school kids in exchange for a mid-week day scheduled for the YAC's.

The YAC has its own bulletin put out each two weeks to let everyone know what's doing. The YAC has been responsible for air conditioning the ballroom and has cooperated with emergency fund drives of the city. It has scheduled general business meetings every three months and encouraged dress up parties—formals and a few date affairs. But to most of the functions members come on an undated basis.

Committees carrry on all the work of these functions to keep things running smoothly. When members join, they indicate on their application cards the things in which they would like to participate. There are hostess and host committees, greeters, guest monitors, membership committees, cloakroom attendants, cashiers, stampers, decoration committees, all cheerfully volunteering about an hour's work during the evening. Those who complete three work units are entitled to special membership privileges such as wearing the club's official pin (the design for which was chosen from among members' entries in an emblem contest) and getting preference at limited attendance functions.

The building, taken over directly from the USO, is well fitted for all types of activity. Staff members including a YAC adviser (the former temporary president) work hand in hand with the community center director, in seeing that things run smoothly. The entire program and building are under the Board of Education's Division of Recreation. In the building there is a lounge with chairs for relaxing, a piano, radio and plenty of magazines and newspapers to read. There's a library stacked with books, a game room with ping-pong, billiards, and tables for the numerous card games one might want to play. There's an inexpensive snack bar. There's a music room with records to listen to, an art corner, and handcraft section. There are offices to house the club's files and records and there are meeting rooms.

And everyone has fun—and is meeting and making new friends! Madison's young people are sold on the idea. They've forgotten the stiff and formal, cliquish and unfriendly Madison of prewar days. Strangers in town no longer have to worry about getting acquainted. Office people don't feel left out of the social life offered by the University—they've got their own. And, spurred on by this wide use of the temporary community center which has demonstrated conclusively the great need for it, city civic leaders are pushing the proposed Memorial Building — the municipal auditorium and

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community center of the future. When that day arrives, as everyone is sure it will, YAC members will know that they played their part in convincing the city of its need.

Music for Millions

(Continued from page 478)

People on the subway caught the enthusiasm of these young adventurers and soon were taken into their confidence. At the rehearsal hall, a young violinist ushered the group into a back row of seats. The orchestra began to tune up. The children's tension rose. Their sketch pads were open, their pencils poised for creation.

As the music progressed the scratchings became more intense. Now and then the conductor called out instructions above the roar of triple fortissimos. Occasionally he stopped the players long enough to answer a question he saw forming on a child's lips. You can be sure these children will never forget the music they heard with their ears and their minds and their imaginations at this Sunday morning rehearsal. No formal music course in the world could compare with this experience in dynamic listening.

Back at their settlements, days of discussion followed this rehearsal. Mr. Dixon's hints about composers and compositions were followed up with research in music libraries. Along with the painting of murals came some creative writing — the story about the Beethoven *Fifth* included with the Program Notes, for example.

Two boys who had an edge on all the rest were 18-year-old heroes-to-be from Madison House. Their home-front contribution, made two days before they shipped out to camp, was the Bach *Arioso* which they did in pastels. A very poetic and creative job it was, with yellow sunlight on a hillside where a free man stood with arms stretched out to the heavens.

The mural for Lalo's *Symphony Espagnole* was drawn in three panels showing the religious life of the Spanish nuns, the aesthetic life of the Spanish dancer, and the challenge of a bloody sport—the bull ring.

Not only was the concert a great succes—with an overflow audience milling around the Playhouse on the night of the performance, but two

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months after the concert was over, there was still work to do! The secretary of the National Federation of Settlements invited the Committee of the Lower East Side Program Workers to exhibit the murals which had been painted for the concert. Here was another job, another angle to this community affair.

Again the machinery was set up. A flyer was mimeographed — this time by Christadora House personnel. For it was here the exhibit took place. Posters, programs, news releases, tickets, murals—all were on public display, not only for Lower East Siders but for neighbors all over New York and visitors from other cities as well.

Was ever a community project more exciting, more inclusive, and richer in potential activity? For four months—from March through June—a neighborhood was kept busy painting, printing, selling! The net result was a wonderful spring festival of music and art.

Spring need not be the only time for putting on a "show" of this kind. One could start making plans with the opening of the season in the fall, have four good working months, and end up with the performance during the Christmas holidays.

Two other very successful Music for Millions concerts, by the way, were given in South Brooklyn and East Harlem. We made one error on our tickets. We did not announce that seats would not be held after a certain time—8:20, let us say. And we found that because 5 cents is a small risk people buy the tickets though not always sure of coming. As a result, many 5 cent seats remained empty while on the streets were people who could not get in because the house had been sold out. We were able to correct this mistake after the first number was played and we filled the empties with the overflow but in the meantime people missed a part of the concert. It is better, we found through this method of trial and error, to charge nothing at all or 25 cents.

Christmas Carols

I pray you, sirs, both more and less
Sing these carols in Christe'mas.
—*John Awdlay,* 1430

CAROLS ARE BECOMING increasingly popular here in America. Great stores of little known folk carols and Christmas songs have been unearthed because of this revived interest in carols.

The carols arose with the ballad in the 15th century because the people wanted something less severe than the old Latin hymns, something more vivacious. A flood of carols swept the countries of France, Italy, and England. The Renaissance was in full swing. Printed books became everyday articles, and many carols found their way into print. Then in the 17th century came the period of Puritanism which blacked out all the gaiety and bubbling fun of carol singing. Carol singing became a thing of the past except in some private homes or in some counties of England. Indeed the very meaning of the word "carol" came to be forgotten. The carol lived underground preserved only in folk songs or in people's memories.

Not till 1898 when Cecil Sharp began collecting folk songs did people realize the wealth and beauty of the early Christmas carols. English-speaking people are once more taking back to themselves these delightful, pure, truthful and clean bits of poetry and music unearthed for them by the research of modern scholars. The carol is established once more in the life and affection of the people. From *Program Service,* Iowa State College.

"Better Members of the Community"

(Continued from page 486)

Vicious dogs will not be permitted in the class.

Bitches in season should not be brought to the class.

Dogs must be properly exercised before they are brought indoors or into the outdoor ring.

In case a dog has not been properly exercised before coming into the class, the handler is responsible for caring for his dog.

Dogs should be eight months old and preferably not over four years of age to be in the class.

The fee for the class is $3 for 12 lessons.* The entire fee must be paid at the time of registration.

The following equipment is required and may be purchased through the recreation department:

1 long leash
1 choke chain
1 training leash
1 dumb-bell

*To cover the cost to the recreation department of equipment.

Recreational and Musical Therapy

(Continued from page 481)

Year-Round Program

Throughout the summer maximum use is made of the outdoor recreation center where shuffleboard courts, volley ball, basketball, badminton, and bowling-on-the-green can be enjoyed by the large group which can be taken on the grounds. For those whose physical or mental condition does not permit such physical activity, checkers, puzzles, and similar games are presented. Facilities have been provided for roasting frankfurters, preparing coffee and other appetizing foods, and frequently groups remain over the noon hour for luncheon. On occasions picnics are held in some remote part of the grounds and are followed by lively competition in the several outdoor games entered upon.

During the winter months a Tom Thumb piano is taken to those wards where no other piano is available. Groups of patients gather about and are led in programs of singing, folk dancing, or calisthenics to rhythmic music. The recreation center indoors is available throughout the year for morning classes—one for men who show active interest in volley ball, ping-pong and shuffleboard, and one for women who sing, toss rings, and rehearse programs and plays to be given before larger groups at Halloween, Thanksgiving, Washington's Birthday and other occasions.

The Christmas party is anticipated by everybody. Early in November a large number of gifts are bought for the patients. These are neatly wrapped by members of the classes and at the Christmas party Santa Claus presents each patient present with a gift. Those too ill to attend receive a present in their wards. The recreation center and the chapel are appropriately decorated with pine boughs, flowers, candles and lights which create a festive atmosphere. There is always an impressive sacred pageant which follows the reading of the Scriptural account of Christ's birth by invited clergymen who usually tell one of the old Christmas stories. These occasions are followed by a more or less formal tea with a string quartet playing Christmas music while everyone is served sandwiches, cakes, candy, and chocolate. Lady members of the Board of Managers and the wives of the medical staff act as hostesses. Similar types of appropriate programs are arranged for Easter, Washington's Birthday and other times.

Approximately one night each week a concert of some type is provided. We try to arrange a variety of entertainment and have included, for

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Diamond Stakes and Official Horseshoe Courts
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DULUTH, MINN.

example, a Russian group whose Balalaika orchestra presented a program of songs and colorful dances in national costume. An Italian group in brilliant dress gave pleasing entertainments of songs and dances. Many events of this kind are sponsored by the National Folk Festival Association. One night each month square or folk dancing is taught by a professional. More recently we have purchased four autoharps and several patients have had the opportunity of learning to play them and have become deeply absorbed, continuing without interruption for long periods.

Music from a central point is transmitted through loud speakers to practically every ward within the institution. Certain programs are taken from the radio and a large library of records of classical and semi-classical music provides an hour of entertainment to bed cases and other non-ambulatory patients twice daily.

The value of supervised recreation and music as therapeutic agents has been accepted and incorporated in treatment programs of all well-established hospitals for the mentally ill. In the handling of large groups it is extremely difficult to prescribe for the individual patient but wherever possible there is a selection of recreation or type of music to fit the moods and emotional states of the individual.

All-County Hobby Show

(Continued from page 489)

Promotion

In order to spread the word about the show as widely as possible several forms of publicity were used.

All the newspapers in the county ran stories announcing the coming of the event. Committee members from each community posted mimeographed announcements in such public places as post offices, banks and the like. The Recreation Department sent announcements through its special industrial bulletin service to the 22 large plants in the area. Letters of announcement were sent to all civic and similar groups. Through the excellent cooperation of the local broadcasting station a publicity campaign by radio was planned. This included special 15-minute talks twice a week and discussions of their hobbies by people who had entered outstanding exhibits. The county and city superintendent of schools gave permission for school teachers to display posters in their schools and to distribute entry blanks through their students.

The county board gave their permission for the use of the Exposition Building *gratis*. Ordinarily rent of this hall would have been $200 but the board felt that the educational value of the show justified the waiving of this charge.

A small admission fee—10 and 25 cents—took care of such incidental expenses as printing tickets and redecorating the booths. This year we have an item in the recreation budget for the hobby show—because already we have entry blanks for exhibits to be shown in the spring of 1947. For that first show was so successful from all points of view that we hope to make it an annual affair.

Some Young Music Lovers

(Continued from page 479)

Franklin—"It makes me practice my music lessons more."

Melvin Khachigian, 12, who is already composing airs—"The Junior Unit of the Creative Arts Fellowship means a pathway to civic and social life and to creative beauty."

Manuel Costa, 13—"I have made new friends. It has made me use my brains. And I am learning to know Visalia streets better and that is good for a fellow who lives far out in the country."

The president of the Unit—"It has given me a deeper knowledge of music. The topics we speak on at each meeting help in securing this knowledge of music, so that when talking to older people now or in later years, there will not be a feeling of frustration or embarassment because you have not heard about some such composer or some era of music in our history.

"This knowledge has made me think of the music of the other countries—the French, Spanish, Russian, Chinese, and in our own country, the Negroes and Indians. All of them speak a different language. But in the language of music, they all say the same thing.

"So if all the war-torn countries would just stop and listen and think about the other fellow, then maybe we could become a world-wide fellowship."

Another result has been the discovery of definite talent, of possible artists-in-the-making. A life member, noting outstanding ability by two 11-year-old girls, a violinist and a cellist, and a 13-year-old accompanist, urged them to form a trio. Fortunately they were under the same instructor and he consented to put them into trio production. One year later they were in demand on programs of civic and service organizations.

California music educators this year inaugurated sectional Music Festivals for bands, orchestras, and vocal groups from Junior High Schools, High Schools, and Junior Colleges. At the Central Valley Festival (four counties), the trio was judged outstanding in interpretation, technique, phrasing, and singing quality. They were rated *superior* by two of the judges and *superior plus* by one. He invited them to be members of the Music Summer Camp conducted on the college campus for six weeks with private and ensemble instruction along with sports. Their parents decided they were too young.

One of the judges invited them to participate in the Northern California Festival three weeks later at San Jose, with entrants from coast and central schools. In this greater Festival there were two judges. One rated our trio *excellent*. The other pronounced them *superior*.

Visalia's Creative Arts Fellowship is gratified with this latest experiment. Don't you want to try out our plan? It's a lot of fun!

Program for a City

(Continued from page 488)

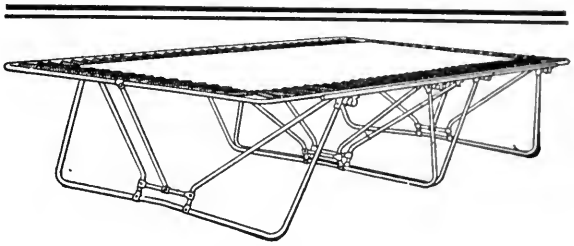
tivities. These visiting programs began with the setting up of the Industrial Recreation Committee. The Director of Recreation suggested to this group the possibility of sponsoring a war correspondents' lecture series. The idea caught fire by magic and the first year such noted commentators and reporters as Robert St. John, Louis Fischer, Merrill "Red" Mueller, Kumar Goshel and Larry Allen spoke in Kingsport to packed houses. In fact, so eager were the citizens to have this type of cultural program that enough tickets were sold the first year to bring a fifth speaker instead of the original four-speaker program.

The second year Frank "Bring 'Em Back Alive" Buck gave a matinee talk for children as well as an evening performance. In addition, Margaret Bourke-White, Dr. Will Durant, Vincent Sheean and Maurice Hindus appeared on the series. A ticket for the five lectures cost but $3. This year H. R. Knickerbocker and Walter Duranty will debate and Stuart Chase, Dorothy Crawford and Eve Curie will speak. The fifth number in the 1946-47 series will be the Rotary Institute of International Understanding.

One interesting feature contributing to the success of the lecture programs has been the informal luncheon or dinner given in honor of the guest speakers. To such affairs all members of the Industrial Recreation Committee are invited. Thus the sponsoring group is able to get a closer view and more direct picture of the speakers' personalities off-stage. This bit of closer contact with well known authors, lecturers and correspondents has served as a reward for the committee members.

In addition to the lecture series, stage productions are booked. The Clare Tree Major plays, which were formerly held at the local high school, are now brought to the Civic Auditorium and grammar school children are given free bus rides and admissions to the productions. As a result, 1,400-1,600 children are given the chance to see story book friends on the stage. This year three plays, *Hans Brinker, Under the Lilacs* and *The Secret Garden* are scheduled.

Continuing the service to children and in an attempt to create art appreciation, an exhibit of reproductions of some of the world's most famous paintings by old and modern artists is shown every year in March. The money taken in at this exhibit, from both parents and children, is used to



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buy pictures for the different school rooms throughout the city. The teachers are given pamphlets and historical data two or three weeks before the exhibit so they can prepare the children properly for the exhibition. In addition to this study, a person well trained in art appreciation is employed by the City Recreation Department to guide children and adults through the exhibit with a short lecture on the outstanding pictures and paintings.

Kingsport has a very active camera club, so the *Popular Photography* Traveling Salon is exhibited each year in the club rooms at the Civic Auditorium. Photographic prints by amateur photographers from all over the nation are put on display free of charge.

Book Week is always observed by a display or project in the lounge of the Civic Auditorium. The public library and civic clubs usually select some country or some current topic for display. Russia and world travel have been the themes for two Book Week exhibits.

All these cultural and social activities have become so popular with the citizens that their occasional attendance in the first year has led to a year-round program of participation in all types of recreation. The interest promises no let down, for a larger memorial building is now in the process of planning and organization.

Pre-Kindergarten Playgrounds

THE RECREATION DEPARTMENT of Manitowoc, Wisconsin, sponsored its first pre-kindergarten playgrounds in 1946. These proved to be so satisfactory that the parents in one particular area paid for the extension of the program out of their own pocketbooks. The program was started as an experiment to see if parents would bring or send their youngsters in large enough numbers to warrant the cost of conducting such playgrounds in addition to the eight regular grounds already being conducted in this city of a little over 25,000 people.

At the request of the Director of Recreation the Recreation Board, which has cooperated 100 per cent in new ideas, consented to try this one. The main reason for the experiment was that all city play areas are hard surfaced playgrounds and therefore not an ideal place for two-to-five-year-olds to play. Permission was obtained from the Superintendent of Parks to fence (with snow fence) an area of about 75′ x 150′ to keep the small fry from running away. Without the fence it was probable that the director would spend most of her time looking for Johnny or Mary!

Two well-trained kindergarten teachers were hired to take over the playgrounds, because it was felt that they would be most successful in handling the problems we knew we were going to have.

The type of equipment used was like that of the everyday kindergarten. Sandboxes with canvas tops were built by our maintenance men. There were benches for the youngsters to sit on and game boards for drawing and coloring. Old wallpaper was used for paper-cutting projects and scissors work and modelling clay, blocks, coloring books, gave the youngsters entertainment and instruction out-of-doors in the sunshine. The directors conducted a story period, singing games, and a rest period for the children. Once a week our storyteller visited these playgrounds and told his tall fairy tales.

The experiment was very successful. Next summer Manitowoc hopes to have more areas of this type.—*A. J. Schara,* Recreation Director, Manitowoc, Wisconsin.

The Best Companions

(Continued from page 471)

There are an increasing number of publishers who, by one means or another, draw attention each month to books of special interest for young people. The prices on these publications vary widely as does their subject matter. Some of them are "classics," others are books of the day.

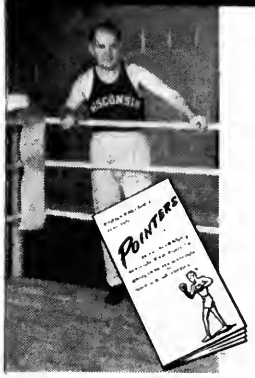
There are book exhibits or book fairs—sometimes including films to stimulate the reading interest—which bring the look and feel of good books to boys and girls who may not have the money to build their own libraries. After one such exhibit held at a public library, the librarian received 2,000 requests for the titles shown. She had on her shelves enough copies to fill only a small part of those requests. But, so great was the demand, the library's budget was stretched to provide additional copies to help meet it.

A new venture which bids fair to add fuel to this beneficent flame is being sponsored by the Boys' Clubs of America. The staff of that organization felt that a great many boys have little chance to know reading as fun. They read in schools where books are chores to be gotten through "or else," or in libraries which are sometimes not geared to readers of their age. So Boys' Clubs of America has instituted this year the Annual Juvenile Book Awards.

There will be five awards each year, given to the five authors whose books are judged most popular by boys in Boys' Clubs all over the country. The age range is from 11 up. Any Boys' Club director or librarian can participate in the plan provided he can get 20 boys to read the books. Each boy taking part will register his reaction in two ways. He will check for each book he reads one of three statements—"I liked it very much," "I liked it a little," "I did not like it at all," and he will name some other books he liked as well or better. The awards will be made on the basis of a tabulation of these individual rating sheets.

These are some of the signs of promise. As more and more adults realize the need, there will be other ways devised so that young adults-to-be may come to man's estate hand in hand with the best companions.

HAVE YOU SENT FOR THIS FREE BOOKLET?



JUST OFF THE PRESS—this important booklet, chuck full of valuable facts on getting your High School Boxing Program underway is yours FREE for the asking. Written by John Walsh, it clears up numerous misconceptions about boxing—especially valuable to newcomers in the program.

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Columbus Plans for Radio

(Continued from page 463)

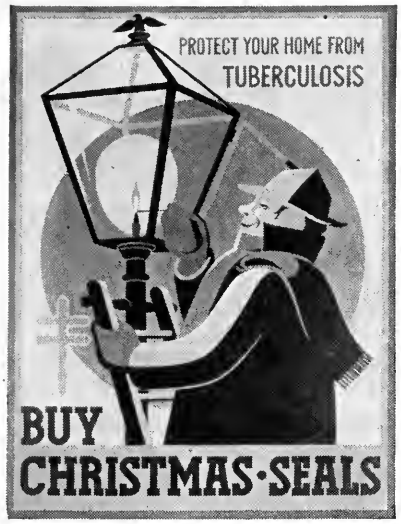
Saturday mornings. This time the promotion plan was a sound one, cooperated in by the Public Library, the Junior League, the bookstores and all the playgrounds. The result was most satisfactory. Every Thursday afternoon a story hour was held in the Library. At that time the youngsters listened to the story of the book they would hear over the radio the following Saturday. Each week a playground was designated to be guest at the story hour and members of the Junior League took the children in cars to the Library. Each child was given a piece of paper and pencil and told to write out his idea of the high point of the story. The best paper was read by its author over the radio the following Saturday and his name and the name of his playground were published in the press. The newspapers carried, too, a news story prior to each story hour. Station WDAK printed bookmarks announcing the series and the Library made available all the books transcribed.

Developments

This series, however, is only a part of the plan for community radio. WRBL, as a supplement to its public service programs, broadcast for the Social Planning Council a transcription series, *The Red Feather Man.* The series consisted of dramatized episodes covering all phases of social work, with local agency announcements at the end of each program.

The radio stations have made other important contributions. The equipment necessary for Workshop preparation and future productions, for example, had somehow to be provided. WRBL generously made available in their building a separate studio with its control room, recording and sound effects equipment, and reference library. A course in the technical aspects of radio has been offered by the chief engineer of that station.

The Council was fortunate in securing the services of a professional radio person as executive director of the Radio Workshop. She trains volunteer actors and actresses, announcers, writers, sound effects operators, and directors from those in the community who recognize the need for the work and the urge to be a part of it, and who are willing to offer their time and interest. On July 6 a two-week period for general auditions was begun. The response was more than encouraging, the available talent and spirit heartening. Monthly auditions will keep this opportunity open for applicants. Rehearsal groups are at work and will make recordings for study. Later it is hoped that from a contest among amateur writers several will



be found whose scripts answer the primary purpose. That purpose, expressed in the over-all title "As I See the Need," is an explanation of the aid offered by the local agencies, the aid which, unfortunately, is many times unknown to those in the community whom the agencies could serve.

The Community Radio Workshop has entered this project in full enthusiasm. With the continued interest and support that Columbusites have shown, this endeavor can only end in success.

Small Town to the City

(Continued from page 490)

People know where to find them. Inexpensive band shells at those locations would add tremendously to the value of the music, and there is no reason to delay.

Anyone who ever lived in a small town knows what a few persons who take the time to teach skills, music or dramatics can add to local excitement and pleasure.

A children's theater carries the same idea to the big cities, and Kansas City's Recreation Department is looking ahead to a children's theater that will be one of the big things of this city.

The interest in games is as great as the number of people who have the opportunity to learn. This summer Kansas City is offering regular training in tennis and archery that occupies two full-time teachers and some 20 volunteers. A good start. The following for any good game can be increased many times over. Just give people the chance to learn in groups.

We have heard a lot of praise of the Swope park pool and our scattered wading pools. Kansas City has four swimming pools. To equal the national recommendation it should have ten. And even that hardly comes up to the convenience of the small town pool or swimming hole.

The modern wading pool is a spray where the water runs out almost as fast as it falls. Ask any child which he prefers, spray or stagnant wading pool? We have 13 wading pools and should have 60 sprays, one for every neighborhood. If you have seen the crowds around a street flushing crew you can guess what neighborhood sprays would mean to children.

. . . and the Year Around

All this is only an outline for summer pleasure. But the biggest thing in the recreation program is a series of year-round neighborhood centers — gymnasium, game rooms, studio, shop and all that go with them. More of that when cooler weather comes.

In dollars and cents, to complete recreation for the whole population will be expensive. It is expensive only because there are a lot of people in a city. No progressive small town used to community pleasures would think such an obvious bid to good living extravagant.

Kansas City can combine the advantages of a big city with the congeniality and easy recreation of a small town. It can be a city of good living. In the hearts of the people enjoyment of life is the measure of a great city. And the people will be served.

Films for Recreation

(Continued from page 487)

designed primarily to be shown to city councils, school boards, park boards, service, fraternal and veterans organizations, and the like.

The films are being distributed by offices of the Y.M.C.A. Motion Picture Bureau in New York City, Chicago, Dallas, and San Francisco. Rental fees are set at $1.50 for *Playtown, U.S.A.*, $1 for *$1,000 for Recreation*, $2 for the two used together on a single program. The exhibitor assumes all transportation charges.

Magazines and Pamphlets

Recently Received Containing Articles of Current Interest to the Recreation Worker

MAGAZINES

The American City, October 1946
- Federal Aid Now Available for Beach Development and Prevention of Shore Erosion, Stephen G. Thompson
- Milwaukee Uses Loader to Clean Its Beaches
- The Human Problem of Urban Dispersal, Lewis Mumford

Parks and Recreation, September-October 1946
- History of Rental Golf Carts from a Municipal Aspect, Stuart L. Klingelsmith
- The Maintenance Mart

Boys' Club Service, October 1946
- Plexiglass Methods, Hal C. Stephens
- How a Stamp Club Grew, Angela Howlett
- Simple Games with Balls and Other Special Apparatus, Edward W. Pastore
- Recommended One-Act Plays for Boys' Clubs
- Facilities and Equipment Required for Operation of Group Club Program, S. T. Ernenwein

National Parent-Teacher, November 1946
- What Toys Are Best? Christine Heinig

Hygeia, November 1946
- Work, Play and Sleep, Mark M. Schapiro

Highroad, November 1946
- Boys and Girls Together, Helen and Larry Eisenberg

The Research Quarterly, October 1946
- The Relationship of Recreational Participation to Industrial Efficiency, C. Edwin Creed

The Ohio High School Athlete, September-October 1946
- Interscholastic Athletics—Education or Commercial Amusement? Howard G. Danford
- Recreation Faces the Future—or "What Is Cooking" in Recreation, James E. Rogers

Parents' Magazine, November 1946
- Every Home Needs a Workshop, Martha P. Lincoln and Katharine Torrey

Magazine Digest, November 1946
- Baseball Democracy for German Youth

The Lion, October 1946
- Pet and Doll Parade

PAMPHLETS

Atlanta's Park and Recreation Department Fall and Winter Activities Program
- Park and Recreation Department, 601 City Hall, Atlanta, Georgia

A Study and Recommendation for the Recreational Development of the Patapsco River Valley Parkway
- Prepared by the Technical Committee of the Patapsco River Valley Commission, Johns Hopkins University, Baltimore 18, Maryland

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Program Highlights

(Continued from page 473)

"Speakers, whose interests in and knowledge of community planning are well known, contributed much to the thinking of the council during 1945.

"By far the most important event on the calendar of the community recreation clubs is that of the community picnic sponsored by the Central Council of Playground Clubs. Formerly an occasion principally designed to interest the various clubs in the installation of all council and club officers, it has been broadened to include a program of interpretation of recreation to many Austin people. The peak attendance at this affair was reached in 1944 when 250 people attended. In 1945, due to many difficulties at the time, the attendance was 168.

"During 1945, the women's activities hit a peak. Their increased attendance and interest in the various activities of the club reveal the importance of the adult program. One of the most successful events planned by the women's division was a family banquet held in May which was attended by 125."

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New Publications in the Leisure Time Field

Living in Our Communities

(Civics for Young Children), by Edward Krug and I. James Quillen. Scott Foresman and Company, 623 South Wabash Avenue, Chicago 5, Illinois. $2.64.

THIS IS NOT the stereotyped civics textbook. It is readable, informative and starts with what the average young person already knows. It tells the stories of actual cities and towns in bringing out the essentials of good community living and it does not neglect the rural. The book begins with the locality and carries the student from his local interest to the activities of the State and Federal governments. All the chapters should be of interest to recreation leaders because of their background value. The chapters of particular interest are those on "Having a Good Time" and "Offering Beauty."

The material on recreation is related to the recreation interest of young people. It contains a brief historical reference and covers the effect of the automobile, radio and motion picture on the recreation habits of the people. Breadth of the recreation program is brought out and the value of public recreation departments endorsed. Suggestions to young people about how to find out what they can do in their own communities are presented informally and not in a stiff survey outline style.

The volume is indeed a new departure in civics for high schools and if widely used should bring about a much greater knowledge and interest in community living and its mechanics.

College Unions

By Edith Ouzts Humphreys. Association of College Unions, Ithaca, New York. $2.50.

COLLEGE UNIONS had their beginnings, according to Mrs. Humphreys, in 1816. They passed through various stages of development, entering into their current philosophy, described as "The Community Recreation Stage," about 1930. Because they combine informal education with a well-rounded program in cultural recreation (supplemented on college campuses by a separate program in sports and physical recreation) college unions are a notable factor in today's recreation picture. No recreation worker will want to miss reading this study of college unions, their history, development, philosophy and management. The handbook may be obtained by writing to Edgar A. Whiting, secretary-treasurer of the Association of College Unions, Willard Straight Hall, Cornell University, Ithaca, New York.

Around the World in St. Paul

By Alice L. Sickels. University of Minnesota Press, Minneapolis. $3.00.

PHOTOGRAPHS AND TEXT are used to tell the story of St. Paul's Festival of Nations and to relate that story to some of the problems of our heterogeneous population. There is much here that could be read with profit and pleasure by anyone who is interested in patterns of intergroup cooperation.

Values for Survival

By Lewis Mumford. Harcourt, Brace and Company, New York. $3.00.

LEWIS MUMFORD believes that the acute ills of contemporary society are rooted in the fatal rejection of spiritual values at virtually all levels of our civilization. We have been relying too much upon rational processes and mechanical developments. He writes: "Nothing is sacred but human life." He accepts a religious basis of experience. He believes the humanities must be restored to their original function of serving man's deepest needs.

The Happy Island

Photo-illustrations, by Toni Frissell. Story by Sally Lee Woodall. U. S. Camera Books, New York. $2.00.

THE HAPPY ISLAND is a happy combination of text and illustrative photographs. The book is designed to bring the everyday life of four children who live in Bermuda to other children everywhere. The story, told with charm and simplicity, supplements and is supplemented by Toni Frissell's fine camera studies of children at play. The book should serve many purposes in the recreation library.

For Gilbert and Sullivan Fans

GILBERT AND SULLIVAN SONGS FOR YOUNG PEOPLE, selected and arranged by Margaret Bush. Whittlesey House, New York. $2.75.

H.M.S. PINAFORE, adapted by Opal Wheeler. E. P. Dutton and Company, Inc., New York. $3.00.

THERE ARE, perhaps, no songs more full of delight than those written by Sir W. S. Gilbert and set to music by Sir Arthur Sullivan. Unfortunately the full scores of the Gilbert and Sullivan operettas are not, as originally scored, easily within the musical range of the average person who would play the accompaniments on the piano, nor are all of the songs easily singable by untrained voices. It is good, therefore, to report two books which present Gilbert and Sullivan in a form especially designed for use by young people and children. In both books the music is readily singable and piano-playable. Both are attractively illustrated, durably bound and of a size for easy use at and around the piano.

Gilbert and Sullivan Songs for Young People is a collection of the more familiar "gems" from 11 of the operettas. An introduction and running notes on each of the operettas have been prepared by J. R. de la Torre Bueno, Jr. These and the illustrations by Erna M. Karolyi fill in the backgrounds for the songs for those people who do not know the operetta as a whole.

"H.M.S. Pinafore launches," according to the jacket blurb, "a series of Gilbert and Sullivan operettas written in story form by Miss Wheeler." The music is arranged for children, the story is geared to their understanding and the Fritz Kredel illustrations will go straight to fun-loving young hearts.

Books Received

CHILDREN

China A to Z, by Emily Hahn. Franklin Watts, Inc., New York. $1.50.

Horse That Takes the Milk Around, The, by Helen Sterling. Franklin Watts, Inc., New York. $1.50.

INSTRUCTION BOOKLETS

Annual Reports — How to Plan and Write Them, by Beatrice K. Tolleris. National Publicity Council for Health and Welfare Service, New York. $1.00.

MISCELLANEOUS

American School and University 1946, The. American School Publishing Corporation, New York. $4.00.

Democracy for All, by Helen Parker Mudgett. The University of Minnesota Press, Minneapolis, Minnesota. $.50.

Social Insight Through Short Stories, edited by Josephine Strode. Harper and Brothers, New York. $3.00.

Weather, The, by George Kimble and Raymond Bush. Penguin Books, Inc., New York. $.25.

RECREATION ACTIVITIES FOR ALL OCCASIONS

New York! New York! by Ruth McAneny Loud and Agnes Adams Wales. Duell, Sloan and Pearce, New York. $1.25.

Planning Ahead. National Catholic Community Service, New York. $2.00.

RURAL LIFE

Rural Life and the Church, by David Edgar Lindstrom, Ph. D. The Garrard Press, Champaign, Illinois. $2.50.

SPORT GUIDE BOOKS

How to Play Golf, by Sam Snead. Garden City Publishing Co., New York. $2.00.

Official Field Hockey-Lacrosse Guide 1946-1948. A. S. Barnes and Co., New York. $.35.

Official Football Guide 1946. A. S. Barnes and Co., New York. $.50.

Official Individual Sports Guide 1946-1948. A. S. Barnes and Co., New York. $.35.

Official Soccer Guide 1946. A. S. Barnes and Co., New York. $.50.

Official Soccer-Speedball Guide Including Field Ball 1946-1948. A. S. Barnes and Co., New York. $.35.

Official Tennis-Badminton Guide 1946-1948. A. S. Barnes and Co., New York. $.35.

Official Tennis Guide, 1946. A. S. Barnes and Co., New York. $.50.

1946 National Fishing Guide, compiled by William Voigt, Jr. A. S. Barnes and Co., New York. $1.00.

Winning Golf, by Byron Nelson. A. S. Barnes and Co., New York. $2.50.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933, of RECREATION, published monthly at New York 10, N. Y., for October 1, 1945.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK, }

Before me, a notary public, in and for the State and county aforesaid, personally appeared ROSE JAY SCHWARTZ, who, having been duly sworn according to law, deposes and says that she is the Business Manager of RECREATION, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business manager are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editor: Howard Braucher, 315 Fourth Avenue, New York 10, N. Y.

Managing Editor: Anne I. Faulkner, 315 Fourth Avenue, New York 10, N. Y.

Business Manager: R. J. Schwartz, 315 Fourth Avenue, New York 10, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

F. W. H. Adams, New York, N. Y.; F. Gregg Bemis, Boston, Mass.; Mrs. Robert Woods Bliss, Washington, D. C.; Howard Braucher, New York, N. Y.; Henry L. Corbett, Portland, Ore.; Mrs. Arthur G. Cummer, Jacksonville, Fla.; Harry P. Davison, New York, N. Y.; Mrs. Thomas A. Edison, West Orange, N. J.; Robert Garrett, Baltimore, Md.; Robert Grant, 3rd, Jericho, L. I., N. Y.; Austin E. Griffiths, Seattle, Wash.; Mrs. Norman Harrower, Fitchburg, Mass.; Mrs. Melville H. Haskell, Tucson, Ariz.; Mrs. Charles V. Hickox, Michigan City, Ind.; Mrs. John D. Jameson, Sugar Hill, N. H.; Susan M. Lee, New York, N. Y.; Otto T. Mallery, Philadelphia, Pa.; Carl E. Milliken, Augusta, Me.; Mrs. Ogden L. Mills, Woodbury, N. Y.; Mrs. Sigmund Stern, San Francisco, Calif; J. C. Walsh, New York, N. Y.; Frederick M. Warburg, New York, N. Y.; John G. Winant, Concord, N. H.; Stanley Woodward, Washington, D. C.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation of whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by her.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily publications only.)

ROSE JAY SCHWARTZ.

Sworn to and subscribed before me this 26th day of September, 1946.

[SEAL] MIRIAM S. C. DOCHTERMANN,
Notary Public, Nassau County.

Nassau County Clerk's No. 137. Certificate Filed in New York County. Clerk's No. 26. Register's No. 27-D-6. My Commission expires March 30, 1947.

RECREATION

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RECREATION

in January 1947

Editorial, by Howard Braucher 513

Morning Star, by Millard Lampell 515

Attention Recreation Workers 517

Fourteen and Under, by Charlie Vettiner 518

Flying School, by Burt L. Anderson 519

Gustavus Town Kirby 520

A New-Old Game 521

At Your Service 522

Appointment at the Rink 524

Discover Your Neighbors! by M. Brown 525

Fiestas in Kansas City, by L. Dougherty. 527

Preschoolers, by Betty Barry 528

What They Say About Recreation 529

Willow Whistles 530

For Young Adults, by Alfred C. Rogers. 532

Festival, by Oka T. Hester 534

Renaissance in St. Louis, by J. A. Turner 538

Folk Camp, by Jane Farwell 540

Inter-Civic Club Recreation Jamboree, by Louis E. Means 542

World at Play 545

Conference Report 548

American Recreation Society 553

Tips on Ice Skating Areas 554

Samuel L. Smedley 556

Shelby M. Harrison to Retire 558

The Recreationist, by Walter L. Stone .. 558

A Recreation Club for the Aged 560

The Local 4-H Club Leader 560

The Spell of Music 561

State Recreation News Notes 562

Sixty Years of Neighborhood Centers ... 563

New Publications 568

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VOLUME FORTY, NUMBER TEN

ONLY TREES

The three white birch growing outward as from one root — where all the children liked to stand to have their pictures taken.

The great oak near which the children dug their underground cave playhouse and roofed it over.

The oak at the corner — at first misshapen, ungainly, in twenty years become a model of strength and symmetry.

The twin pepperidge shoots nose high — now in twenty-two years high as the house — most distinctive of trees, the bare branches as beautiful in the winter as the fully clothed trees in the summer.

The forty-tree pepperidge grove where years ago the little creek used to flow through the corner of the lots.

The sassafras grove, the trees trimmed as if they were palms to carry the spirit of the Far East.

The forty white dogwood — a dream in the spring, banqueting hundreds of birds in the fall — I have seen them grow from a few inches until now they are a grove by themselves.

The scattered clusters of evergreen trees — pines, white and Austrian, spruce, cedar — giving color through the winter.

The swamp maples that one watches for the coming of glorious color in the fall.

The three American elms — planted with my own hands, planted for the third and fourth generations — now with promise of what they are to be. Will our children's grandchildren stand under them to enjoy the sunsets?

The beach plums transplanted from the ocean dunes.

Bayberry in great bushes springing up here and there everywhere.

Carpets of wintergreen with red berries.

Hummingbirds, goldfinches, orioles, bluebirds, blue jays, wrens, chickadees, bobwhites, whippoorwills, robins, and many other birds — we all share these trees. The changing light upon them makes them ever changing, ever different.

They are only trees, but they add immeasurably to the early morning, the late evening, the noontide, the moonlit hours — and give thickness and richness to living.

By this tree that friend stood, by that tree the little girl liked to play. Into the doghouse under the spruce the neighbor's little girl, taking her dolls with her, still likes to crawl.

Double is the joy in a tree that is shared.

The trees are rich in past and present and future memories.

The spirit of life and of living is within you as you move in and out among the trees, or no grounds, nor buildings, nor set times, nor set places can give it to you.

Beauty and strength are there, beyond the power of eyes to see, in the trees that grow around the village home.

Howard Brancher

January

U. S. Forest Service Photo

Morning Star

By MILLARD LAMPELL

EARLY IN NOVEMBER, the *New York Herald Tribune* held its annual forum. The forum theme was "The Struggle for Justice as a World Force." Millard Lampell set that theme in the mold of a dramatic poem which was presented by Robert Montgomery with choral responses. Mr. Lampell has given us permission to reprint *Morning Star* in RECREATION.

NARRATOR

In the beginning there was darkness,
And men lived by no light but the torch of revenge;
And the long night went on,
Silent as an old man dying,
And no end to the darkness.

When the morning star finally came,
No one believed it.
There was a rumour that someone had seen Justice coming down from the mountains, slowly, bleeding from a thousand wounds;
But, of course, it was only a rumour,
No one believed it.

CHORUS

Star of Justice, morning star,
Burning in the skies;
All the orphans of the world,
Turn to see it rise!

This is the dream, the bright dream,
Older than the sea.
The morning star, the same star
That rose on Galilee.

On the mountain, the mountain,
The carpenter saw a star;
His name was Jesus and he saw a star!

NARRATOR

Therefore, all things whatsoever ye would that men should do to you, do ye even so to them.

CHORUS

They nailed his hands,
And they pierced his side,
And the earth turned slowly on its crucifix.

WOMAN

Can you hear me, my lost one,
Whose name no man knows;
Where the seasons move slowly over your grave,
And the new grass grows?

In the ruined town, the torn fields,
The sound of guns from the sea;
You went to die for the bright dream,
That men are born free;

You are covered by spring rain,
And winds of November,
And the quiet earth has forgotten your name,
But I remember.

CHORUS

In the green fields, the green fields,
Peasant and serf, saw a star;
They were men of England and they saw a star!

NARRATOR

By this Magna Carta no freeman shall be taken, or imprisoned, or outlawed, or banished, or anyways destroyed; nor will we pass upon him except by lawful judgment of his equals.

CHORUS

They locked the serf
Behind stone walls;
And the earth wept softly in its prison cell.

WOMAN

Can you hear me, my lost one?
Who spoke for all men?
The night is long, but the morning star
Rises again.

CHORUS

In the quiet room, the quiet room,
The Virginia farmer saw the star;
His name was Jefferson and he saw the star!

NARRATOR

Freedom of religion, freedom of the press; freedom of person under the protection of habeas corpus; and trial by juries impartially selected—these principles form the bright constellation which has guided our steps.

CHORUS

They twisted his words,
And laughed at the sound,
And the earth stood silent and all alone.

WOMAN

Can you hear me, my lost one?
Who spoke for all men?

CHORUS

In the courthouse, the courthouse,
The Kansas preacher saw the star;
His name was John Brown and he saw the star:

NARRATOR

I believe that to interfere in behalf of God's despised poor, I did no wrong. Now, if it is deemed necessary that I should forfeit my life for the furtherance of justice, and mingle my blood with the blood of my children and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel and unjust enactments, I say, let it be done.

CHORUS

They took him to the gallows,
And they sprung the trap,
And the earth swung gently on its hanging rope.

WOMAN

Can you hear me, my lost one?

CHORUS

In Nurnberg town, in Nurnberg town,
The judges are waiting in Nurnberg town;
The haunted women, the haunted men,
Whipped and tortured and whipped again;
And the tired ghosts of the young who went,
To bleed out their lives on the continent;
The judges are waiting in Nurnberg town!

NARRATOR

May it please the court;

The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The common sense of mankind demands that law shall not stop with the punishment of petty crimes by little people. It must also reach men who possess themselves of great power and make deliberate and concerted use of it to set in motion evils which leave no home in the world untouched.

CHORUS

In Nurnberg town, in Nurnberg town.
Justice is waiting in Nurnberg town. . . .

NARRATOR

These defendants were men of a station and rank that does not soil its hands with blood. They were men who knew how to use lesser folks as tools. What makes the inquest significant is that these leaders represent sinister influences that will lurk in the world long after their bodies have returned to dust. They are living symbols of racial hatreds, of terrorism and violence, and of the arrogance and cruelty of power.

CHORUS

In Nurnberg town, in Nurnberg town,
The morning star rises in Nurnberg town.

WOMAN

Can you hear me, my lost one,
Whose name no man knows;
Where the seasons move slowly over your grave,
And the new grass grows?

NARRATOR

The morning star burns brighter now,
And still we grope in the shattered darkness,
And the sunlight of brotherhood awaits us;

Each generation creates justice in its own image,
And the dawn lies buried within us,
The new world awaits our courage!

CHORUS

Star of Justice, morning star,
Burning in the skies;
All the orphans of the world,
Turn to see it rise!

Exiles and wanderers,
Broken, lonely men,
Turn to see the morning star,
And old hopes rise again;

The bright hope, the bright dream
Older than the sea,
That a star will rise on a new world,
That men will rise and be free!

Attention Recreation Workers!

STOCK-TAKING TIME is here again. Whether or not you believe it smart to turn over that dog-eared new leaf every January 1, it's not a bad idea to pause and take a look to see where you and your recreation program are heading. Here are a few pertinent questions to start your self-analysis.

Do all the children of school age in your community have the chance to take part in many kinds of activities whose interest will carry over into adult life?

Are you making maximum use of all the community's recreation activities and facilities by relating your program to those of other agencies?

Are all the people in the community thoroughly aware of activities that can be carried on in their own backyards or basements or playrooms?

Are the boys and girls in your community among the lucky 5 percent who have access to some kind of camping experience?

Is your program too heavily weighted on the side of physical activities or are there time and leadership and facilities for reading and music, arts and crafts, dancing and dramatics and nature study?

Have you worked out a plan for cooperating with school authorities to your mutual benefit; do you "bring the community to the school?"

Are all the children in your community learning how to make the best use of the community's recreation resources?

Do all the people in your town, of every age and creed and race, have the facilities, leadership, opportunity for creative recreation 12 months a year?

Is everyone in your community getting help and encouragement in finding or developing a hobby?

Does your program make it possible for everybody in the community to find ultimate satisfaction in recreation through personal achievement?

Do you supply for adults the challenge to develop powers otherwise not used?

Do all people in your town have the chance to participate as citizens in the cooperative building of a better way of leisure for all?

Have you worked out with other agencies in your community some form of recreation calendar which is at once a means of clearing dates and of giving information about forthcoming events to everybody in the community?

Fourteen and Under

By CHARLIE VETTINER
Supervisor
Jefferson County Playground and Recreation Board
Louisville, Kentucky

JEFFERSON COUNTY'S recreation program is great because it fills the need for recreation in rural, semi-rural and suburban communities. It recognizes that boys, too young to engage in competitive high school football, nevertheless long for this phase of recreation. At the same time it is noted that in order for this program of football to attain the best results, hazards which go with the game must be eliminated.

Ask any of the boys, ages 14 years and under, who are participating in the football clinic program conducted by the Jefferson County Playground and Recreation Board on Saturday mornings if they look forward to anything any more than they do those Saturday recreation football clinic sessions. Then ask the parents of these boys if they like anything better than to have their boys playing under the supervision of the Jefferson County Playground and Recreation Board with the football clinics as the recreation outlet.

Here's the answer you would get from the boys—"It's fun to remember all through the week that Saturday's coming and with it we'll meet our buddies from all over our community and play under a trained clinic leader stationed at our center by the Jefferson County Playground and Recreation Board." The parents will answer you thus —"We like football clinics as recreation for three reasons: our boys like them; the football recreation outlet is there and yet all the danger of injury has been removed; football, as conducted in the program of the Jefferson County Playground and Recreation Board, is a body builder and fine recreation."

How It Works

Now let's get a car and make a trip to each of the Jefferson County recreation centers to see the recreation clinics in action. This trip takes us over 406 square miles of country, because the entire program of the Jefferson County Playground and Recreation Board functions in the county. We will stop at 20 centers, four of which cater to Negro children. At all of these locations boys 14 years and under will be seen kicking, catching and passing footballs. A stop at each of the recreation centers will be enough to convince you that the football clinic program is uniform. The boys are doing the same at each center according to a program set up by the Jefferson County Playground and Recreation Board. But the program is arranged to provide a certain amount of flexibility along with the uniformity. This gives the boys something new to look forward to each Saturday morning. Let's take a look at the overall picture of the program.

September 21—Passing, punting, pass catching and punt catching.
September 28—Center passing and kickoff.
October 5—Place kicking and drop kicking.
October 12—Football formations and explanation of touch football.
October 26—Passing from formation and punting from formation.
November 2—Football strategy, offense and defense.
November 9—Rules, study of fouls and review of fundamentals.
November 16—Prepare for Jefferson County football contests to be held November 23.
November 23—Jefferson County-wide football contests.

It should be noted as we scan each playground that there is a maximum of activity but that none of the rougher phases of the game, like tackling and blocking, are included. By eliminating the hazards of football the program becomes pure recreation. No equipment is needed by the boys other than the footballs, which are furnished by the Jefferson County Playground and Recreation Board.

Volunteers

One other thing you will note as we move about Jefferson County on our clinic tour is the exceptionally large number of fathers of the boys on hand. This is one of the truly amazing developments which has come from the Saturday morning recreation clinics. A program which was arranged so that small boys could kick a football about was equally attractive to their dads. It developed that many of these fathers had played foot-

(Continued on page 566)

Flying School

By BURT L. ANDERSON
Supervisor of Recreation
Glendale, California

A NEW ERA in flying has burst upon air-minded America. Now it is the miniature plane. Throughout this great land of ours young and old are modeling, realizing a new adventure in hobbying, experiencing for the first time the thrill in conquering the air.

Last year over 1,000,000 people of all ages, countless numbers of them young people between the ages of 7 and 17, took up model flying. Millions more were watching a thousand meets staged around our land. This year leaders estimate that $100,000,000 will be spent in this newest of hobbies.

Every age group is included in the vast number of those who either buy kits or attempt to construct their own models. The late war, of course, has done a great deal to further this new interest in flying. All of the many aviation companies have made modeling a major phase of their program. Literally speaking, hundreds of model groups have sprung up in every section of America. Numbers of these are composed entirely of young people.

Here in southern California, and particularly in and around Burbank, Glendale, and the San Fernando Valley, there are many well-organized model plane groups. Lockheed Aircraft Corporation has been the focal point around which many of these clubs have been organized.

Places to Fly

The crying need today is for places to fly. There are some cities on the West Coast which are well equipped to handle the hordes of flying enthusiasts, e.g., the City of San Francisco and its Golden Gate Park flying field. Other cities are besieged with requests, but lack sufficient space.

Burbank, California, through the efforts of the Southern Congress of Model Aircraft Clubs and the city parks and recreation department, is now constructing the first all-purpose model flying field in southern California. The parks and recreation department and the city school system in Glendale, California, are jointly sponsoring and supervising a field located at one of the junior high schools in Glendale. A number of "meets" and "rallies" have been held in the Griffith Park area southwest of Burbank and Glendale. Only recently meets were held for the first time in the famous Rose Bowl in Pasadena and the Cabrillo Stadium in San Diego. Although the West is ideal for year-round flying, it has actually been very slow in realizing the need for fields and sites.

Air Derby

Here in Glendale we have just completed our first air derby sponsored jointly by the Exchange Club and the parks and recreation department. The meet was held at the Glendale High School football stadium, with more than 100 contestants participating—many of them boys under 16 years of age. Over 5,000 spectators viewed with keen interest the flying of these youthful Americans.

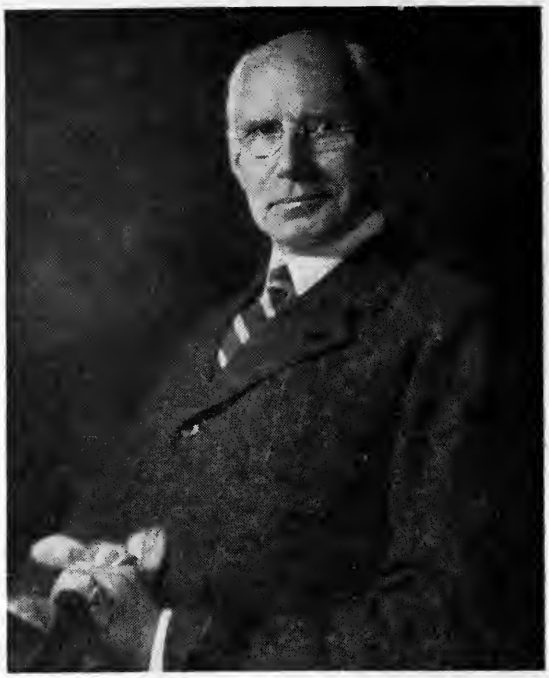
Of the many who were entered, one contestant was past 50 years of age; another was 28 years old and has been a bed patient since he was 13. Another contestant was only seven. Each of these three, together with the dozens of other contestants, put on a show which will long be remembered.

Outstanding in every derby is the team stunt act. In the Glendale meet four young high school boys flew their model planes simultaneously in a circle of 140 feet, maneuvering very difficult stunts which brought the large crowd to its feet a number of times. For sheer thrill such a feat cannot be found in any other sporting activity.

This meet in Glendale serves only to remind us that in the school curriculum there should be room for constructive study in aeronautics. No better means can be used to educate our young people in this subject than to begin in the field of modeling.

I am sure I speak for the many recreation people in America when I state that we in general are more interested in what the child does after his school days are completed than perhaps any other group. The values arising out of hobbies such as model plane building and flying are beyond comprehension. Surely this newest hobby will aid us materially in the promotion of better citizenship through this use of his leisure time. Certainly many of the problems we now face could be substantially reduced. Further, the many carry-over values in modeling are basically sound. Modeling as a hobby can grow more interesting and fascinating for all ages. Here is an opportunity for air-minded Americans. It is an outstanding means by which higher citizenship can be developed.

Gustavus Town Kirby



FEW PERSONS in the world during the last forty years have been more continuously and generally related to athletics than Gustavus T. Kirby, who now retires as the Treasurer of the National Recreation Association, a post he has held from 1908 to 1946.

Mr. Kirby, as a student of Columbia University, was a leader in athletics, particularly in track. He has been active in hunting, riding, tennis, golf, hiking, motoring and travel. In other words, he has been one of the individuals enjoying recreation himself while advocating it for others and helping to make it posible for others.

He was one of the leaders, with Luther Halsey Gulick, in the New York City Public Schools Athletic League, serving as President. All through the years he has been active in the Intercollegiate Association of Amateur Athletes of America, attending many of the athletic meets. He was President of the Amateur Athletic Union and continuously active for many years. He attended the Olympic Games and was a member of the first American Olympic Committee in 1895. He has served both as President and Treasurer of the American Olympic Committee and the American Olympic Association. He is also President of the Olympic Athletes and a Director of the American Horse Shows Association. He has been active in local recreation, serving during the year 1916 as Chairman of the Recreation Commission of New York City, and has been an active leader in the New York City Park Association. In Westchester County he has given active leadership in the County's recreation planning, serving as Chairman of the Westchester County Planning Commission.

Recently Mr. Kirby has been much in the public eye because of what he has been doing to try to work out a home for the United Nations. He has personally conducted tours of the foreign leaders by air, by automobile and on foot throughout Westchester County.

It was in 1908 that Mr. Kirby became a member of the Board of Directors of the National Recreation Association, and also Treasurer. As Treasurer, his name has for thirty-eight years been familiar to many contributors and members of the National Recreation Association throughout the United States. Through all the years Mr. Kirby has been faithful in attendance at Board meetings and has never wavered in his belief in the recreation movement. He has seen the movement grow, and the Association also. In recognition of the service he has rendered, the Association elected Mr. Kirby Treasurer Emeritus.

Despite his thirty-eight years of service and his activity all these years, he is still young in spirit, full of enthusiasm, and vigorous in his leadership, and still remains optimistic as to the future.

Mr. Kirby's successor as Treasurer of the National Recreation Association is Adrian M. Massie, Vice-President of the New York Trust Company.

A New-Old Game

Game of Pharaohs

THE WHITE NILE falls, so legend has it, from the Mountains of the Moon, twists its grey-green length through underground channels and joins the Blue Nile in its flowing out of Abysinnia to bring, at flood time, a rich fertility to the land of Egypt. So it is today and so it has been "from a time when the memory of man runneth not to the contrary." Out of a civilization based upon the wealth brought by that annually overflowing river many things have come down to us. For the Pharaohs' at least, had time and money to make for themselves and their "noblemen" a world of luxury. There were time and money for art and for building the great stone monuments to preserve their noble bodies against the mortality of the flesh. There were money and time for play, for the development of new games, some of them as peaceful and relaxing as the table games at a modern playground or recreation center.

Game of Rulers

Such a game was Senet, created out of the need for play common to the ancient Egyptian and the ultra-modern American. Senet is the oldest known board game. Nobody knows exactly when or how it originated. When it first appears in the records of history it was played with dice on a wooden board set with squares of turquoise blue faience. Cheops, it may be, tired out from the affairs of state and the problems of the Great Pyramid at Gizeh, rested his mind and refreshed his spirit before a Senet board. It is certain that in his time —2700 B.C.—the game was played. At that time plain old knucklebones served as dice, but later carved wands replaced the bones.

Tutankamen ruled some 350 years after Cheops had been placed with proper ceremony and due attention to the latest knowledge of embalming within the monument he had built himself. "King Tut" must have been fond of the game, for two Senet sets were found in his tomb when it was opened in 1922-23 by the party led by Lord Carnarvon. His board used 30 squares in three rows of ten and his pieces were conical and spool shaped.

So much we know from wall paintings and from the actual boards, from hieroglyphs deciphered by Egyptologists and added to the mass of knowledge about a way of life 5,000 years ago, from research and exploration into ways of the past. And, there, in all probability the matter would have rested—as a sort of Egyptological curioso—had it not been for a layman's realization that here was a game which would adapt itself with ease and pleasure to the play needs of today.

— and of "Commoners"

Such a lay interest combined with the lore of scholars has developed the ancient game of Pharaohs into a perfectly good game for today's "commoners." Two game inventors collaborated with Ambrose Lansing, Curator of the Department of Egyptology of the Metropolitan Museum of Art, and produced a modern version of Senet. The Senet board of today uses ten safety squares on each side and in between a Senet row consist-

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(Continued on page 563)

At Your Service

THE NATIONAL RECREATION ASSOCIATION is "at your service" with a staff prepared by training and experience to help recreation leaders—professional and volunteer—increase their efficiency and enrich their program. Some of these men and women give leadership training courses in social recreation, arts and crafts, nature, creative recreation, rural recreation and recreation for women and girls.

HELEN DAUNCEY
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls

Miss Dauncey's institutes are designed primarily for leaders of activities for women and girls, but they have proven time and again to be of service to the whole community.

Mrs. Livingston and Mrs. Ehlers each after her own fashion and each, therefore, with her own special emphases, present three courses—an institute in recreation activities for men and women who have recently become recreation workers; a co-recreation institute, an advanced course for professional workers and mature volunteers; a playground leaders institute which offers suggestions for the community use of playgrounds. Games, activity programs, skills, practical suggestions on ways to increase program interest for all ages in the community are the matter of these courses.

RUTH GARBER EHLERS

ANNE LIVINGSTON

Miss Walker stresses creative recreation, those aspects of the well rounded program too often and perforce neglected because of lack of trained leaders. In her institutes she has demonstrated again and again that the techniques of the drama, dance, choral speaking are not outside the use of the average leader, can be used in *any* program for its greater richness by anyone with a general recreation background.

Jane Farwell's first concern is with rural groups. Her courses are filled with the things she has learned and experienced and—out of that knowledge and background—created, which add more color and joy to living in the country. She works with and through rural organizations whose leaders are interested in broadening their recreation programs.

GRACE WALKER

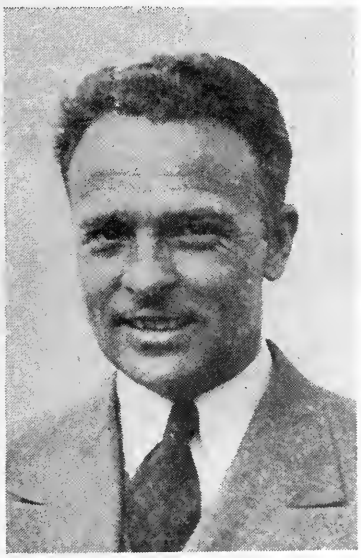
JANE FARWELL

Frank Staples has taken arts and crafts for his province. He goes to a community armed with trunkloads of materials and a

head full of ways to use them. He conducts two courses — one for beginning, one for more advanced crafters. Both are designed to teach teachers varied and richer craft techniques.

FRANK STAPLES

Reynold Carlson offers training for outdoor recreation leadership. Nature is his field — nature and the activities indoors and out that are allied to nature or spring from it. Field trips and nature study



REYNOLD CARLSON

courses; camping, overnight or day; museums and zoos and parks; nature crafts and nature games and gardening make up the burden of his teaching.

These are the kinds of services through institutes that the National Recreation Association can supply to any community that wants them. If you'd like further information about the courses write to Charles E. Reed, Manager of the Field Department.

In the meantime you might like to know whether your own community, or one nearby, is planning an institute in the next few weeks. Here is a list of leadership training courses already scheduled for January and February. If you are interested in taking part in any one of them (and we can guarantee you, out of past experience, fun as well as training) get in touch with the local sponsor whose name appears in the right hand column below.

HELEN DAUNCEY	Evansville, Ind. Jan. 13-17	S. J. Medlicott, General Secretary, Y.M.C.A.
	Lynchburg, Va., Feb. 3-5	Miss Martha Trippe, Y.W. C. A., Randolph-Macon Woman's College
	Athens, Ga., Feb. 10-14	Mrs. Mary Soule, University of Georgia
RUTH EHLERS	Anniston, Ala., Jan. 27-31	Rayburn Fisher, Superintendent of Schools
	Centre, Ala., Feb. 3-7	F. R. Stewart, Superintendent of Schools
	Centreville, Ala., Feb. 10-14	F. B. Pratt, Superintendent of Schools
	Hamilton, Ala., Feb. 17-21	E. W. Branyon, Superintendent of Schools
ANNE LIVINGSTON	Baton Rouge, La., Jan. 27-31	Ralph Hileman, Superintendent of Recreation
	Stephenville, Tex., Feb. 3-7	E. J. Howell, Dean, John Tarleton Agricultural College
	Waco, Tex., Feb. 10-14	John Morrow, Superintendent of Recreation
	Tulsa, Okla., Feb. 17-21	O. A. Zigler, Superintendent of Parks
FRANK STAPLES	New Orleans, La., Jan. 6-17	Miss Dorothy Spiker, Council of Social Agencies
	San Antonio, Tex., Feb. 3-14	Mrs. Laura Waggoner, Community Welfare Council of the Community Chest
	Tyler, Tex., Feb. 17-28	R. F. Blaisdell, Superintendent of Parks and Recreation
JANE FARWELL	Great Falls, Mont., Jan. 8-17	Mrs. Mildred Stoltz, Montana Farmers Union
	State of Missouri, Jan. 20-Feb. 14 (Institutes will be conducted in a number of communities)	R. S. Clough, State Club Agent, Agricultural Extension Service, Columbia, Missouri
GRACE WALKER	Dayton, Ohio, Jan. 15-31	Clarence Thomas, Executive Director, Linden Community Center

Appointment at the Rink

Volunteers insure a skating program in a Montclair neighborhood

ICE SKATING, at least in the middle latitudes where there are relatively few skating days in a year, may pose for the recreation department a problem in leadership and budget. Take, for example, the case of Montclair, New Jersey. Skating is usually possible there only during the coldest months of the year and, when the ice is right, everybody from kindergarten-age beginners right on through adults wants to skate. The recreation department found that it just didn't have enough leaders to insure well-run skating areas in all the city's neighborhoods and for all the city's age groups. There was, to be sure, an established place that served admirably for adults and for youngsters of the hockey-playing age and this could be handled by regular members of the department's staff.

The Problem

There was, however, an especially conspicuous need for skating space in Upper Montclair which is a section of the city almost entirely residential. The younger children whose parents wanted them to begin their skating experience early were missing the chance to do so. The ball diamonds of the neighborhood park could be turned into a rink with relative ease but there was no available staff member who could provide the necessary oversight for the small skaters. It looked as though the skaters of Upper Montclair would have to look elsewhere for their skating fun, as though the skaters-to-be would have to delay their introduction to the art.

At that point the acting director of recreation had a brain wave. She appealed to the P.T.A. for help and got it. The recreation chairman of that Association thought something could be done with volunteer leadership. If the department (with the cooperation of the weather man) would provide the ice, the P.T.A. would provide the leaders. And so it was agreed.

The Solution

Now, when winter comes the park department sprays the outfields of the ball diamonds at the beginning of the season and keeps the ice scraped. The fire department does all the necessary subsequent spraying. The recreation department provides armbands for the volunteer leaders—armbands of white duck with a red circle and skate. Members of the P.T.A. come out each afternoon—mothers on weekdays, fathers on Saturdays and Sundays. The skating area is open from 2 to 6 P.M. Until 5 no hockey is allowed, and during that time the beginners, the little youngsters, the non-hockey players take over. Hockey time is from 5 to 6. There is no night skating.

There has been no difficulty about volunteers. The recreation chairman for the P.T.A. has taken entire charge of that phase of the program. She arranges the schedule and provides substitutes if the scheduled volunteer is unable to keep her appointment at the rink. Many of the parent-leaders

(Continued on page 554)

Wilmington, Delaware, is another community in the middle latitudes where the recreation authorities prepare for winter sports

Courtesy Recreation Promotion and Service, Inc., Wilmington, Delaware

Discover Your Neighbors!

An Adventure in Community

By MARIANNE BROWN
Upper Octorara
Parkesburg, Pennsylvania

THERE IS NOTHING unusual about our community or the people who live in it, but we have just discovered that we can live together and like it. Anyone else can do the same thing. Our experiences show that you have something in common with your next-door neighbor whether you have lived near each other two days or 20 years, whether the neighbor is a factory worker or a business executive, and that both of you would be much happier if you would take time to find it. The common denominator we discovered is not just a casual, bridge-playing acquaintance, either. That might be pleasant enough for a few evenings' diversion but it's not the creative, growing kind of neighborliness we have found.

The weather first brought us together, here in our little rural community. Actually there are more barriers to getting together in the country than you find in the city. Each family, isolated by its location, tends to be a unit in itself. It is natural for the family group to find its own pleasure within its own circle, or to drive to the nearest town or city for amusement. Fortunately for us, most of us had children too young to be left alone, and no "sitter" was available to call in. Besides, our farmer neighbors work until "all hours," often far into the night. But last winter, with the snow several feet deep, they were not busy. One moonlit night we telephoned to ask if the couple next door would go sledding with us on a hill across the road, close enough to keep an eye on our sleeping children. The idea sounded good. They caught our enthusiasm and reported that another couple would like to come too. They hadn't gone sledding since they were in high school. To our surprise, the idea grew like a snowball. Some came with large sleds. Some had older children, who joined us. Someone brought a toboggan. Afterwards, we all trouped into a neighbor's kitchen to get warm with coffee and sandwiches.

Soon we were going at least once a week while the snow lasted. By the time the snow melted, something wonderful had happened to us. We had broken the ice in our relations to each other. We no longer knew each other just as "the Brown family" who live on a certain farm. We actually *knew* each other and a warm glowing friendship had sprung up. We had discovered neighbors we would never otherwise have known. Above all, we had found the thrill of new adventure in doing things together for the pure fun of it—right in our own backyard. We were determined to continue the fun.

Singing and Dancing

We cast around for ideas. A few of us were musical and we knew that most people like to sing, even though they deny it. One Saturday evening we gathered around a neighbor's piano. There were few who were not tempted to join in, and those few seemed to enjoy listening. Then, one evening, one of the crowd came bearing a birthday cake, and we all joyfully helped to celebrate her husband's birthday. This kind of celebrating grew.

When we grew tired of the songs we knew, someone invested in pocket songbooks and we unearthed a treasure-house of songs from other countries. Some of them were singing games and the younger children, who had become a regular part of our evening together, tried out the simpler ones. Their parents joined in to help them learn and became more interested than the children. Soon old and young were joining in singing games and folk dances together. It was impossible to confine ourselves longer to the living room of the home where we met. We moved to a convenient barn and began to have supper together with folk dancing afterward. Each family brought whatever food they would have eaten at home and we put it together without planning, preparation, or extra work that would have spoiled the fun.

So many people wanted to come that there was always someone to solve any problems that arose. We needed music for our folk dances. It was not long until we found one neighbor who played an accordion, another who used to play the violin.

DRURY COLLEGE LIBRARY
Springfield, Missouri

Another brought a record player and folk dance records. We were so eager to learn more that we arranged to have a teacher come out from a nearby city. We were not interested in becoming experts. We only wanted a good time together and each evening was complete and satisfying in itself. Everything we did was spontaneous and informal.

Eating Together

We thrived on new ideas. Our breakfasts together are great fun. They are holiday enterprises, scheduled when the men of the community have more time. We quickly fell into the habit of having the same menu with each family bringing the same food each time. We eat at an old-fashioned extension table in the home that has the most space. About 15 of us sit down first while the others cook and serve the meal, then the first group waits on the second and does the dishwashing. So smoothly and easily have we become accustomed to doing whatever we can best do, that 25 or 30 of us have breakfast together without any thought of organizing or directing.

Photo by Jane Latta, New York City

Photo by Jane Latta, New York City

We have uncovered some buried talents. One of the men has scrambled eggs as his specialty. Another enjoys presiding at the pancake griddle. The people who live nearest bring the coffee steaming hot in order to save stove space for the pancake griddles and the skillets of scrambled eggs. Some of the younger girls help the little children at the table, giving the mothers a rest from their usual duties and an opportunity to enjoy the meal together.

Values

Our neighborhood parties have no set limits, no cliques, no organization. The number of people participating depends upon the kind of activity and the amount of space we have. Nobody has cause to feel left out because the group always varies and we are always breaking up into smaller groups as a result of the friendly, cooperative feeling that has developed. None of us hesitates to "call up" another family at quarter to six any evening to suggest "Let's put our dinner together," or "We're having fried oysters

(Continued on page 565)

Fiestas in Kansas City

By LAURA DOUGHERTY
Community Service, Welfare Department
Kansas City, Missouri

KANSAS CITY, Missouri, has a colorful Mexican colony. Their celebrations—with songs and dances—have always been of interest, not only to the Recreation Division of Kansas City's Welfare Department, but to all the city itself. That others may share in the beauty and gaiety of these festivities, the following account of them is given.

Kansas City's Little Mexico consists of approximately 2,500 persons. The colony saw its beginning in 1914 when immigrants from many parts of Mexico came to Kansas City for various reasons—to flee the revolution or religious oppression or to seek economic betterment. The people still maintain many of their folkways and festivities which are gay and colorful. Many times an entire orchestra will be drawn from one family and this same family will also present the various national dances. Outsiders look on with keen interest when the whole community participates in a festival.

Music and Dancing

Because Mexico was invaded by the Spaniards years ago, the dance and music of that country are both Indian and Spanish in character. The violin, flute, guitar, mandolin, cymbals, gourds, banjo, and some percussion instruments are the types of music makers used. Since Little Mexico is more than 95 percent Catholic, many of the feasts and festivals center around church holidays. Mexican Independence Day, which is September 16, is also celebrated here. This is a gala occasion for the community. It is the time for singing, dancing and patriotic speeches. On this day gay senoritas and caballeros dress in colorful Mexican and Spanish costumes. Young girls wearing the china poblana dress, and young men dressed in the charro suit dance the Jarabe Tapatio—the Mexican Hat Dance—or the girls may dance Las Chapanecas. The china poblana dress is a brilliant, colored skirt richly embroidered with sequins in designs of the national emblem, flowers and geometric figures. A short-sleeved white blouse with a square cut neck is embroidered with brilliant silk or beads. Beneath this gay outer costume, a dainty, frilled white petticoat is worn. Around the waist and crossing at the back, passing over either shoulder and down the front is a green silk reboza (scarf). The girl usually wears her hair in braids hanging down her back with bright ribbon or rosettes tied on the left side. The Charro costume is a white blouse, a vest, a long-sleeved jacket trimmed with flat braid and a pair of tight-fitting trousers, trimmed up the side with gold buttons and braid. A very brilliant sarape doubled lengthwise is worn over the left shoulder. A sombrero tops this very picturesque costume.

Couples dressed in Spanish costumes may dance a native dance, La Jota. Other persons will be dressed in costumes recognizable immediately as Indian. They dance the Jarana or perhaps the Tehauntepec. These dances may be executed either by a group or by a single couple. There are many other charming folk dances danced to the enchanting folk tunes and folk songs of the land of Manana.

Other celebrations are the Saint Days of each member of the family, meaning the day in the Church calendar devoted to the Saint after whom the person was named. This takes the place of the birthday celebration. People in the neighborhood serenade the celebrant before dawn with the beautiful song, *Las Mananitas*. The serenaders are invited into the home and are served refreshments.

Special Occasions

Each season brings its own particular festivities. The Christmas season, beginning December 16 and lasting for nine days, is especially colorful with its Posadas. The origin of the Posadas lies in the gospel story of the Nativity, of Joseph's and Mary's journey to Bethlehem which supposedly took nine days. Each year a house is chosen within a family group or among friends and at that house for nine consecutive nights the festival is held. At the appointed hour the guests are given a lighted candle and two by two they march inside the house chanting the Litany of Loretto. The leaders of the procession carry gaily dressed figures of Joseph and Mary. On the last night these figures are placed at the stable scene, and at midnight the figure of the Infant is placed in the manger.

The Pinate is another Christmas custom. It

(Continued on page 559)

Preschoolers

By BETTY BARRY
Women's and Girls' Supervisor
Racine, Wisconsin, Recreation Department

THE RACINE RECREATION DEPARTMENT looks to the recreation needs of its children well before they reach school age. The public library gave the department the inspiration to elaborate on its story hour and conduct a full program for the preschool age child. The activity began as a 40-minute story hour held in two community centers. When parents were questioned, they showed much interest in a plan to follow up the story hour with a play period. Attendance increased when the recreation department provided an instructor at the centers to lead an hour of play. Gradually this developed into an organized program with trained workers conducting a morning of worthwhile activities. The children who participate in this activity adjust themselves to public school routine more easily than the child who has spent the first four or five years near home.

Attendance ranges from 35 to 50. Two trained and experienced field workers and two volunteer workers are on hand every day. All mothers in the city are invited to send their tots. When the youngsters are registered, the mother fills out an entrance blank giving information concerning the child's background and behavior habits. Five or six weeks after the child's enrollment, the mother is asked to fill out a second card stating the child's progress and development as it is observed at home. Generally speaking there is good cooperation between the mothers and directors of the class.

The daily program is as follows:

8:45- 9:15—Children arrive, are greeted, and chatter together until all arrive
9:15-10:00—Story hour
10:00-10:20—Drawing
10:20-10:40—Bathroom and rest period
10:40-11:15—Singing and rhythms
11:15-11:35—Free play, picture books

Holidays and Specialties

On all holidays, special parties are held. Then the mothers are invited to attend, but during regular days they remain in the anteroom to converse and sew or they return home to household duties. This anteroom is equipped with a number of com-

(Continued on page 564)

What They Say About Recreation

Ring, happy bells—

"I LOVE SNOW and the forms of the radiant frost.
I love rains and winds and storm—everything
almost
Which is nature's and maybe
Untainted by man's misery."

—*P. B. Shelley*

"When the war is won, we shall not say to the artist, 'Where do you come from?' We shall ask, 'Where do you stand?' We shall give him freedom of expression, as we have always done, but we shall ask that he adorn and preserve the democratic spirit of the new American School, where men have stood together to produce an art for the people."—*Thomas Craven* in *The Story of Painting.*

"The closer I am to nature the happier I am. I love to be alone with the winds that come up from the other side of the world, to be alone with these hills, some of the oldest on our planet. I like to feel the seasonal rhythm, to be conscious of the rising sap in the spring, the maturing of the growth in summer, the tonic of the autumn, the sleep of winter."—*Robert Gibbings* in *Coming Down the Wye.*

"One of the things which has made America great and self-reliant has been the power of doing things for herself. Ernest Thompson Seton well said, 'When the Romans gave the power of doing into the hands of their slaves, their civilization fell.' Today we have been following closely in the footsteps of the Romans, for our slaves are the machines which create most of the things we use. Hence the need for opportunities for vocational and avocational creative expression. . . . Handicraft is one of these channels."—*Ellsworth Jaeger,* Curator of Education, Buffalo Museum of Science.

"Good recreation does not 'just happen.' The spice of life requires even more careful planning than does the provision for food, clothing and shelter."—*Ralph J. Ramsey.*

"We shall not preserve our freedom by transferring to Government responsibilities and decisions which we ought to be making as private citizens. The fate of democracy in America is wrapped up in the vigor and effectiveness of voluntary non-Governmental associations striving to educate the people on political subjects and stimulate them to civic duty."—*Dr. Harold W. Dodds,* Princeton University.

"In planning for our communities today, we must begin where we are. Any neat and simple pattern of uniformity of social organization is not compatible with the diversity of the American community. But in the very multiplicity of patterns is evidence that democracy is present."—*Jean* and *Jess Ogden* in *Small Communities in Action.*

"Skill to do, comes of doing."—*Emerson.*

"The desire for better recreation approximates a people's movement, a strong and pressing popular effort to develop a recreational program, rooted in the local community or neighborhood, and controlled and operated by local citizens."

—*David Murray*

"The reason covered bridges were covered will not be found in books—they were covered for the especial pleasure of barefoot boys who played in them in childhood and who in maturity will still love them long after the iron bridges which replaced them have rusted away."

—*George Aubrey Hastings*

"It becomes increasingly evident that only by a comprehensive plan that considers the wants of young people, that studies social and economic situations, that evaluates the community program in relation to increasing the participation of youth in civic affairs, shall we find the answer to the question of the moment, 'How prepare for leisure?'"

—*Bessie A. McClenahan*

Willow Whistles

An Imaginary Reverie and a Real Program

Reverie . . .

A MAN SAT AT THE DESK and frowned at the wall calendar. March 1—and *what* a day. Outside, rain came down hard. Now and then it beat at the glass, driven from its true course as the wind blew round the corner of the house. March 1. Rain or no rain, spring was not far off!

The man wadded up the paper in his hand and threw it at the calendar. Spring! What he needed was a new idea. He wished he could think of *something*—preferably something different, a shot of Vitamin B for his recreation program. Well, he wasn't getting anywhere. He guessed he was thought out. His mind was as clean of ideas as a well-kept tennis court is clean of grass.

He swung his chair away from the desk and stared at the rain. Spring! He remembered the spring he was 12. He thought of the first warm day in February and the peepers that never had the gumption not to start their thin, sweet chorus till the weather had settled. Well—maybe they had more gumption than he gave them credit for. They seemed to live—somehow—through all the freezing nights. At least there had been plenty of frogs to hunt come summer.

He thought about the day that always came — the day when all of a sudden you knew the need to feel a baseball in your hand, when your legs turned of themselves toward the sandlot and your mother put in a bad half hour thinking where she'd stored your catcher's mitt last fall.

He thought of hikes to the woods, of turning the dead leaves on a sunny hillside to find the first arbutus. There was a little creek that ran along the ravine at the foot of the hill. He knew, even now, that the willows hanging over that creek were the best in the world for making willow whistles. . . .

Willow whistles! That was it! That was what he needed. That was the idea he'd been looking for. A willow whistle contest was new. It was different. It was a shot of Vitamin B for a winter-jaded recreation program.

Program . . .

Something like this may have happened to the Director of Recreation in Elkart, Indiana, on March 1, 1946. Or, it may be, he got the idea of a willow whistle contest in some other way. At any rate the contest was held and held with such success that it will probably be repeated this year —by request.

Plans began to take shape in March. A local newspaper added its sponsorship to the Recreation Department's and there was a stream of excellent newspaper publicity which kept the contest before the community for days before the date set for the activity.

There were 150 contestants. A contestant, as described in the *Elkhart Truth*, was anyone who "comes with a whistle that really whistles and participates in the contest" — by demonstrating his entry. The oldest contestant was 87, the youngest four. They arrived with the others at the movie theater where the contest was held at 9:30 in the morning. Their tickets of admission, their entry blanks were their whistles. Half an hour later the doors were opened to anyone interested in watching the

judging, and several hundred citizens made up the audience.

There were six classes. The judges were the Director of Instrumental Music for the City's schools, the Director of Recreation, a teacher from the junior high school, the Assistant Director of the Municipal Band. They decided which whistle had the highest note, which the lowest, which the best tone. In addition the whistles with the best ornamental workmanship, the oldest contestant and the youngest contestant all received prizes. The judges took an hour and a quarter to come to their decision.

Interest in the event ran high. One boy of 76 made a dozen whistles. Left in the furnace room, nine of his first batch dried out and cracked. He started out again for the woods to collect more raw material for replacements.

Not all the "willow" whistles were made of willow. A man who had learned his whistle-making in Kentucky couldn't seem to get the proper results from Hoosier willows. So he wrote to his native state for a supply of paw paw and produced some outsize samples that were very good indeed.

Since willow whistle making in this city of 72,634 people was by way of becoming a lost art, the newspaper ran an article with pictures (reproduced here) describing the process step by step. The expert who thus put his knowledge at the disposal of the community was captain of one of Elkhart's fire companies.

Process . . .

In case you yourself may have forgotten the fine points of the gentle art of making a willow whistle here is a digest

of the steps as explained in the *Elkhart Truth.*

Pick your willow when the sap has risen enough to reach the very tip ends of the branches.

Select a straight twig about as big around as your thumb for a medium tone. If you want a deeper tone choose a thicker twig — a thinner one for a higher tone. Bud capsules, provided they are not too big, won't hurt your whistle. But watch out for knots! They'll spoil the product.

Cut a notch in the twig at the smaller end.

Use the broad, smooth side of your knife and tap the twig all over. Be gentle! You want to loosen the bark, not break it! Every now and then twist the bark gently to see if it is loose enough.

When the bark twists easily pull it off ***in one piece*** from the wood beneath.

Trim a flat place between the notch you have cut and the end of the mouth-piece which you have tapered off like any other whistle.

Put the wood back inside its bark case so that the notches on bark and wood coincide. Don't jam your wood too tightly in the shell because the space inside the bark makes the tone.

Now, if you have made your whistle correctly, you can even change its pitch by sliding your bark shell up or down (like a trombone) and increasing or decreasing the size of the uncovered space!

In Elkhart, 150 people of assorted age, size and sex are ready to testify that willow whistles are fun—fun to make and fun to blow. They're already thinking about a bigger and better contest this year.

For Young Adults

By ALFRED C. ROGERS
Director, Compton (California) Community Center

AN ORGANIZATION has recently been formed at the community center in Compton, California, that caters completely to the social recreation needs for the young adult. It exists in the form of the Community Club, an organization set up specifically for that group of older youth or younger adults usually considered too difficult to serve. Their interests and inclinations are borderline, above the teen-age level yet not quite up to the accepted adult stage, and consequently this group is often omitted from the program plans and activities.

The Community Club had its origin in the spring of 1946 when the community center and the then functioning USO of Compton recognized the need for planned social recreation activities for the many returning veterans of the community and for the comparable number of relatively inactive USO hostesses and other young business women of the community. Many veterans who had been members of teen-age organizations, upon their return to the community, attended their former clubs once or twice and then dropped out, complaining about the youth of the present membership. They did not want to go back into these groups even though in many cases they were still eligible to do so.

Planning for the first two recreation activities was made in cooperation with the veterans' groups of the Compton College and the USO junior hostess organization. These two events were dances to which all veterans of the Compton College and community were invited along with the USO hostesses and other young ladies of the community. The response was excellent and it became evident that a regular program under the direction of an organization formed especially for this group was needed. Several of the leaders (both men and women) were invited to the first organization meeting at which the eligible age was established at 19 and 20 years for girls and men respectively. The name Community Club was decided upon, and weekly Thursday night social activities in the form of parties and dances were planned. After several of such events, the acting club council (consisting of the originally selected key leaders) believed that enough momentum had been reached to set up a definite organization and did so by determining a membership fee, admission fees for activities, a minimum of club rules and regulations, and a meeting time for the council and for weekly activities.

Development

All this took place in the middle of September. A membership procedure was decided upon, application cards and membership cards were prepared and the entire plan was announced to those in attendance at the next event and was sent out in bulletin form to everybody on the guest and mailing list.

The response was immediate. One hundred fifty men and women became participating members of the group. The council nominated candidates for three offices (president, vice-president and secretary) and for a council of seven members. These were voted on at the next regular social event of the club and officers and council members were duly installed.

Immediately a membership and attendance chairman, a publicity chairman, a snack bar chairman and a special activity chairman were appointed from the council membership and instructed to choose their committees from the general membership. These committees have functioned in carrying out their specific responsibilities since their appointment and have presented current reports at each council meeting.

The program of the Community Club consists of a regular Thursday night party and dance during which all community center facilities are turned over for the enjoyment of the membership. In addition to dancing, the members make use of the community center's large game room, its lounge and reading room and its snack bar. Committees function to help the members and guests get acquainted with others and to become part of the event. Special holiday dances have been conducted with great success and with the responsible committees in charge. Horseback riding parties and other outside activities are popular, and there seems to be no limit to the enthusiasm and cooperation of the membership.

At present, the council is considering the organization of a series of current event forums and panel discussions. In addition, a community-group-acquaintance program has been set up whereby each of the clubs and organizations of the community whose members are in the eligible age range is to be invited as guest of the Community Club at one of the regular Thursday evening events. These will be known as the "Junior Chamber of Commerce night," the "20-30 Club night," and the like, depending upon the name of the guest organization.

Club membership now exceeds 300 and continues to grow steadily. The club council meets weekly and has invited interested members to attend and to share in its planning and service. A weekly bulletin, *The Communique*, is sent each member. It contains reports of current council action and program information. In addition all members and guests receive announcements of the many special events.

Doing a Job

The Community Club is rapidly becoming the spearheading youth organization of the community center. Two younger clubs, the Teen-Agers and the Hub Club are beginning to look to their older friends and associates for leadership and for program guidance and assistance. On the other hand, the Community Club council members are rapidly realizing their position of responsibility as leaders and examples to the younger groups, and have already assumed this responsibility through consideration and active assistance.

This older group has definitely served to help adjust the returning veteran in his community. The club has given him a chance to participate in well planned social recreation with his friends and his new acquaintances and he has been made to feel very much at ease with persons of his own age, plane of maturity and interests.

Photo by Philip Gendreau

The young adults have been given worthwhile and constructive recreation opportunities, responsibility in the conduct of their program, and the opportunity for leadership in the younger clubs. The young people have accepted these opportunities and have assumed this responsibility in a way that is a credit to themselves and to their community.

We think that other communities can render great service to their young adults through such an organization conducting a similar program. Certainly this age group hasn't received the attention that their younger brothers and sisters have been given, although the need in many instances is far greater.

Festival

The City of Augusta, Georgia, Backs Its Young People in a Week of Festivities

By OKA T. HESTER
Director of Recreation

THE AUGUSTA Recreation Department has been working with young people here for years and has always been thoroughly interested in any sort of project that would help the youngsters along the way of growing up and becoming better citizens. Never before has it attempted anything as big and as completely successful as the Augusta Youth Festival.

The idea was conceived by the directors of the special service division of the department. They planned to have an entire week of activities—a week in which the youngsters would actually take over the city. As time passed the idea grew into reality and the officials found overwhelming enthusiasm everywhere they turned.

The boys and girls themselves would have to do most of the work so word was spread around about what was being planned. Several groups of young people began to develop ideas of their own concerning the activities. City officials were consulted and full permission was obtained to proceed with the project. Merchants throughout the city made donations and contributions for financing the program and for making it into the elaborate affair the officials had in mind. Letters went to various out-of-town groups near Augusta asking them to participate. "Talent" was lined up among both the Negro and the white youngsters of the city and groups were organized, developed and trained. It was slow and sometimes tedious work, but the boys and girls worked hard under the guidance of the director of the special service division and other officials of the recreation department. Slowly the pieces of the program began to fall into place for this very special week of October 19-26, which was to be known as the First Annual Augusta Youth Festival.

Elections

One of the largest features of the program was to be the city-county youth election, set for October 19, the first day of the festival. The work for this one day began a good full month earlier as the officials went about the task of selecting candidates to run for office. A mayor, city councilmen, and county commissioners were to be elected. Applications were printed and delivered to each school in the county, and all boys and girls between the ages of 10 and 21 who wanted to enter the race filled out blanks and turned them over to their teachers. Sorting all these applications would have been a tremendous job for the youth commission, but the school teachers came to the rescue and, as they went through the applications, made notations about the character and the scholastic record of each pupil. As nearly as possible the candidates were to be selected by these qualifications and others that go to make up a well-rounded young person.

A committee of 40 youngsters, completely impartial as to the outcome of the election, met and discussed these applications and, after about four hours work, selected the candidates. Five candidates ran for mayor (this was the only office for which just boys ran), 44 for the 14 councilmen, and 10 for five jobs as county commissioners.

City and county polls were available to the boys and girls on election day. Regular ballots were prepared and clerks and managers were assigned their jobs at the polls. Every effort was made to make the election exactly like the real thing in order to teach the boys and girls the fundamentals of voting.

The announcement of all candidates was made on October 5, two weeks before the actual election. The following week these candidates began making preparations for their respective campaigns, and the week before election the young politicians campaigned at school, making the usual number of campaign promises, appealing to their young friends and backers for support. Each of the five candidates for mayor was allotted five minutes of radio time by the local stations to make his pleas public.

Saturday, October 19, the first day of the festival, dawned bright and clear and the polls opened at 7 in the morning. Youngsters flocked there to vote and campaign for their favorites. A tabulation later indicated that 3,012 votes were cast that day.

After the polls closed at 3 P.M., the council chamber at the City Hall was turned over to the young people and the tabulation of votes began. Both radio stations had set up equipment and were ready to give a "word's-eye picture" of the election returns as they came in. It was hectic that afternoon. Everyone from radio announcers and newspaper reporters to nervous candidates peered over the shoulders of those counting the votes. When the last ballot had been checked it was found that the winner had defeated his closest opponent by a slim margin of only two votes. The new mayor, an 18-year-old freshman at the Junior College, won his campaign on the simple platform of "making no promises that cannot be fulfilled." After being sworn into office by the Mayor of Augusta, the boy was carried via open automobile in an impromptu parade to Augusta's Confederate monument on Broad Street for a celebration.

Courtesy Recreation Department, Augusta, Ga.

Making up for the windup

With the first and most important day of the festival behind them, the young people of Augusta paused Sunday to attend special religious services in their honor at the different churches throughout the city before plunging headlong into a full week of activities.

Coronation Ball

The only event planned Monday was the elaborate coronation ball that evening in which the festival king and queen—chosen the week before—were crowned. The ball was held in the municipal auditorium, which was beautifully decorated to resemble a throne room with red draped thrones in the center of the stage surrounded by seats of honor for members of the royal court, six princes and their princesses. The presentation of each couple was heralded by four trumpeters at the door, after which the royal pair marched to their places on the stage down an aisle formed by flags of the United Nations. There, amidst the applause of the audience, the young king and queen of the festival were crowned by the director of the Augusta Recreation Department, attired for the occasion in a formal black robe.

This ball was a colorful affair. Everyone came in costume. The music for dancing was furnished by an orchestra from Atlanta, Georgia. Spectators who did not come in costume bought tickets to sit in the balcony and watch the festivities, and everyone seemed to enjoy it thoroughly.

Village Fair

Tuesday afternoon the largest city park in Augusta was turned over to the festival committee for the village fair. Most of the city turned out to

this affair. Gaily decorated tents and booths and exhibits made it a truly festive occasion. A 250-piece school band from Aiken County, South Carolina, was one of the main features of the fair, playing martial music throughout the afternoon. The local kennel club had stirred up much interest in its dog show. There were also 4-H Club exhibits, Girl Scout exhibits, a marionette show, a Pan American exhibit, a hillbilly show, a doll exhibit, a flower show, and, of course, the inevitable hot dog and cold drink stands.

Things moved right along that evening with a concert given by 100 well-trained Negro singers in the music hall of the municipal auditorium. The chorus presented a program of beautiful music including familiar spirituals and favorite melodies. Those who could not attend heard this program over the air, for it was broadcast by one of the local radio stations.

Courtesy Recreation Department, Augusta, Ga.

The band plays on

Village fair

Courtesy Recreation Department, Augusta, Ga.

Junior Governors

Wednesday, the young city and county officials elected the first day of the festival really got the feel of office. They held their own city council meeting that evening in the regular council chamber with the junior mayor presiding. This meeting was conducted in a serious and orderly manner worthy of a much more experienced group. The gay air that was so prominent at the other festival activities was absent from this meeting as the boys and girls got down to serious business.

Among the ordinances that were discussed and passed by the group were orders for a traffic light on a particularly busy intersection, for the paving and improvement of several streets in town, for improvements in the drainage and sewage system, and

for the development of a recreation park around the Clarks Hill Dam soon to be constructed on the Savannah River. On the lighter side there was an ordinance forbidding frowning and unhappiness in the city for the remainder of the festival. The educational values of this council meeting cannot be stressed too much. The youngsters received praise from all sides for the manner in which the whole thing was carried off.

Thursday was one of the quietest days in the festival from the public's viewpoint, but the members of the youth organization were busy with rehearsals, last minute costume repairs and a million and one other things. That evening a free movie—*Coney Island,* starring Betty Grable—was shown at one of the city parks for all who wanted to attend.

Parade and Square Dance

Two out-of-town school bands were in Augusta Friday playing concerts along Board Street. The afternoon was gay with both bands in colorful costumes and the music playing a festive prelude preparing shoppers and passers-by for the costume parade at six o'clock. This parade featured both of the out-of-town bands, our own Richmond Academy Band, and the Army Band from the Oliver General Hospital. There were floats galore, the junior mayor and his council looking very official on one of them. *Miss Augusta,* chosen months ago in an event sponsored by the recreation department, was on another of the floats, and there was a beautiful Chinese float that the crowd liked very much. The king and queen of the festival looked very regal in their open carriage complete with coachmen and footmen. Forty-one young people from Columbia, South Carolina, invited to give an exhibition dance at the big square dance later in the evening, rode in the parade in a horse-drawn wagon.

About nine that evening, the young people of Augusta and their guests donned blue jeans and gingham dresses and turned out for the big square dance. They had a wonderful time. A three-piece hillbilly band played typical music for the old-time dances and, when everyone grew weary of squares and rounds, a juke box furnished smooth tunes.

Windup

Saturday, October 26, the last day of the festival, had the heaviest schedule of the week. The out-of-town bands again played concerts downtown. A real old-fashioned barbecue was held at Lake Olmsted for all the out-of-town guests. There was a special trip for the young people aboard the steamboat *Robert E. Lee* that operates along the Savannah River. Music and dancing were included in the program whose highlight was the presentation of *Colonial Showboat Saturday Night,* which climaxed the festival.

The *Showboat* was a two-hour variety show presented by the youth organization, and it really showed Augusta just what fine talent its young people have. There were musical numbers, including Chinese and Gypsy scenes, an "eight to the bar" number in elaborate costumes and several solo selections, a three-piece jazz band that made quite a hit with the audience, and many other acts that went to make up a most delightful program.

Evaluation

The first Augusta Youth Festival was a tremendous success. The work of the youngsters themselves certainly was the main factor in putting it over, but it could not have been the success it was without the generous help of each person in the community. The various civic organizations —Boy Scout troops, Girl Scout troops, Y.M.C.A., Teen-Age clubs, Y. W. C. A.—the schools and churches of the city pooled their efforts to back these boys and girls 100 per cent. The public moreover, would have known little of what was going on if it had not been for the splendid cooperation of both radio stations and newspapers.

The success of the program indicates what fine work can be done by boys and girls in and around this "in between" age when they are encouraged in their efforts and have their energy and ambition guided in the proper channels. It taught them the value of co-recreation and the ability to accept and shoulder responsibility. Surely work such as this with the young boys and girls today will help them to develop into better and more well-rounded citizens of tomorrow.

The second Augusta Youth Festival will be a larger and better one than the first. The young people here are already working and planning for it, and that in itself is enough assurance for anyone.

Renaissance in St. Louis

By J. A. TURNER
Superintendent of Recreation
St. Louis, Missouri

THE FEATURED role played by the St. Louis Recreation Department during St. Louis Week observance is indicative of the growth and expansion of the municipal recreation movement in the Mound City. For, in less than 40 years, since the organization of the first civic recreation body, with its four city-operated playgrounds and three parks, the recreation department has grown to embrace 67 parks and playgrounds all of which are city-owned, eight play areas which the city leases and operates, 45 lawn strips which are similar to neighborhood parks in their value to the community, nine community centers operated all year round, seven indoor swimming pools, two large outdoor pools, 45 baseball diamonds, 106 softball diamonds, 14 football fields, 47 soccer fields, 140 tennis courts, nine handball courts and numerous other recreation facilities located within the park areas.

All the city's playgrounds are staffed with competent, experienced personnel, whose job it is to follow and develop the overall program set up by the recreation office. All positions within the recreation department are filled through civil service examinations. The present recreation staff, headed by Commissioner Palmer B. Baumes, is one of the most progressive in the city's history.

The stereotyped program of many years has been exchanged for an imaginative, refreshingly different and novel program. Efforts are being made to approach personally all existing groups, social as well as athletic and of all ages to acquaint them with the city's facilities and to get them to become an integral part of the community center program. St. Louis now provides a recreation program for every group from the Eternal Youth Clubs, whose members must have exceeded 60 years of age to the preschool children who play in the Tiny Tot Garden, a recently constructed playground complete with miniature doll-size seesaws and other playground equipment. This Tiny Tot Garden is entered through an eight foot replica of the home of the "little old woman who lived in a shoe."

Weekly during the summer and bi-weekly during the community center season, in-service training classes are given for all the city's recreation employees. At these training sessions, the recrea-

Fun on skates

tion workers are taught theory and philosophy and are encouraged actually to play and to participate in various activities. These classes under the supervision of experts within the staff and outside instructors are held on Saturday mornings at the community center, one of the largest, best equipped recreation buildings in the country. These classes have resulted in an efficient, capable staff for all of St. Louis' recreation facilities.

Plans for the Future

St. Louis' postwar plans are already completed. They were based on the recommendations of the City Planning Commission survey. The financing of this postwar plan is assured through a recent bond issue, which amply provides for the great expansion necessary for St. Louis to attain an ideal recreation setup under municipal control. It is tentatively proposed that, in the completion of the city-wide plan, no one will be forced to go more than six blocks in any direction, from any spot within the city to find a large playground and park area, and each large city block will be provided with a small play area within that block for the tots.

This ideal recreation setup does not seem too far distant when the past growth of the St. Louis Recreation Department is considered. The fact that the recreation department has achieved recognition among the essential divisions of the city government in less than 40 years, the tremendous growth and expansion of the city's recreation facilities is proof that St. Louisans, with their reawakened interest in recreation, are capable of attaining that ideal in the not-too-distant future.

History

It is interesting to trace the growth of the recreation movement in St. Louis from its inception in 1900. In that year, a group from a woman's club operated the city's first playground in the yard of the Shields School near the waterfront. This first playground operated only during the vacation months and had no definite program. It was just a place for interested mothers to watch their children play and try to direct that play into the most beneficial channels.

The following year, a group of women's clubs cooperated in the operation of four playgrounds, again open only during the summer. This gradual growth continued without any real municipal control until 1904 when a public bath commission was formed to operate a newly completed bath house. This commission, late in that year, assumed control and operation of the adjacent playground. Then, in 1907, the first recreation commission was authorized and appointed to take over control of the city's existing playgrounds and to establish four additional playgrounds in crowded sections of the city. That commission was the forerunner of the present recreation department.

The first annual report of this recreation commission contains the recommendation that athletic fields be established in each of the city's three large parks. The only athletic fields in existence then were two in Forest Park. The first commission also recommended that more playgrounds be built near where the children lived and that at least two playgrounds be built for colored children who were apparently ignored in these early days. The commission raised the question of the need for outdoor swimming pools in each of the parks, also the need for some logical use of the facilities afforded St. Louis by the Mississippi River, whose waters, it was stated, were "cloudy but pure enough for swimming."

The activities in these first playgrounds were mainly gymnastic games of a German origin. No concrete programs were established. But, at least, these early playgrounds were a tangible start toward the ultimate goal. St. Louis' recreation program staggered along for years, keeping pace with the city's development.

For a short time, during the war years, the municipal recreation staff fell into a lethargy; the program became stagnant. The result was a loss of interest in city recreation by St. Louisans as a whole. But now, the city's recreation staff has been shuffled, rejuvenated; a few changes in policy and organization brought about; the entire staff uniformed, and a new comprehensive, flexible, varied recreation program initiated. And St. Louisans, as a whole, have been led to take an interest in municipal recreation through an extensive, active publicity campaign. At the present time, each issue of every local newspaper contains at least one or two items concerning the city's recreation program, and the metropolitan papers have been reawakened to the point where they constantly request material, whereas in the past, the larger papers considered community center and playground news too trivial to print. In addition, the large metropolitan papers have carried several extensive feature articles on city recreation.

(Continued on page 556)

Folk Camp

By JANE FARWELL
Rural Recreation Specialist
National Recreation Association

THE SEVENTH consecutive autumn folk festival was held at Oglebay Park, West Virginia, September 5-8, 1946. This event began seven years ago as a conclave of folk-dancing 4-H Clubs. It has progressed through several stages of form and meaning. In recent years it has grown to be a three to six day camp attracting rural and urban adult and youth leaders representing scores of organizations and as many states. It is now a workshop for the exchange of folk dances, songs, squares, play party games, recreation sources, and crafts for camp programs. In addition, certain well-established features, such as nationality meals served in costume and outdoor cooking for the whole group, have become traditional. A considerable amount of mental and physical energy has always gone into concocting the announcements, decorations, and programs for camp, and these have ranged from hand-spattered and cutout work to water-color painting and silk screening.

The camp has been held every spring and fall, usually during Memorial and Labor Day weeks, and has grown from an initial crowd of 35 to an average of 125 the last two years. During the course of the camps, lots of time and grief have been spent in working up festivals to be presented, sometimes to an audience of as many as 2,100 people, and one camp was almost entirely consumed by the making of a technicolor movie of the various groups participating. The recent trend is to spend all this precious time in the exchange of ideas, songs, and games. It might not be so colorful from the outsider's point of view, but those who take part have more fun and fellowship, and that of course is the main reason for any of these folk activities.

As far as we have been able to determine, the Oglebay Folk Camp was the first of its kind for lay people in the country, and those who helped establish it in the spring of 1942 and saw it thrive through the gas-and-man-scarce war years have been happy to see a half dozen similar camps born of its inspiration in Pennsylvania, West Virginia, and other states.

During the past five years the rural department of Oglebay Institute, cooperating with the extension service of West Virginia University, has acted as sponsor for the camps. This year the fee charged for each meal was large enough to finance help for the camp director from the National Recreation Association.

Program

The following varied events were included in the tenth anniversary camp:

2 morning nature walks
1 outdoor breakfast (with biscuit twists, sunkist eggs, bacon curls, and other cook-out features)
1 outdoor "corn roast" dinner (which took place, luckily, the day the gas was turned off in the kitchens!)
8 folk song sessions
3 singing game classes
5 square dance classes
5 folk dance classes (We emphasized the simpler dances and used many that had been taught at the spring camp, since there were many newcomers.)
Craft classes both afternoons
Recreation library exhibit
Discussion of sources for folk activities
2 inspirational campfire programs
3 parties including many forms of social recreation besides folk dancing
1 radio program
Showing of folk dance movies of previous camps.

Camp Leaders

In addition to the aid of the National Recreation Association the group of young people known for the past six years as the Oglebay Folk Dancers (about 18 in number at the present time) took the main responsibility in organizing, planning and working out the camp program. Without the devoted efforts of this group there might never have been a camp in the first place. They took full responsibility for making the programs, getting out announcements, working out the decorations, planning and arranging nationality meals, and helping to teach all the classes from song leadership and folk dancing to crafts. This camp was especially fine because all but one of the boys who had been members of this group were back from the war.

Many leaders gave wholeheartedly of their ideas and time, making this a very well-balanced camp for the exchange of folklore knowledge. Very fine contributions were made by unexpected guests such as the Negro music teacher from Pittsburgh who made a great hit with his spirituals, the melodies of which still seemed to be in the air after the last person departed on Sunday afternoon. And there was the old-time fiddler who "just hap-

pened" in with his violin and whose fiddling added a zest to our music never heard before, and the square dance callers who turned out some of the most interesting figures we had seen in a long time.

The People

By the last day of camp the daytime attendance had swelled to more than 125, and included 10 people who had been at all 10 camps since the first one was organized. At the Hawaiian dinner these "charter members" were awarded tokens of good fellowship—leis made and presented in true Hawaiian style. There were a number of 4-H Club members present, dozens of 4-H and Scout leaders, teachers, leaders of folk dance groups both rural and urban, church leaders. A half dozen colleges were represented, from Antioch in Ohio to Harvard in Boston, and there were many "just folks." The group that gathers at Oglebay for this event always seems to be the warmest in the world. The combined enthusiasm and spirit which they build up by the final day of camp appears to be right on the point of exploding—and never quite does!

Atmosphere

Much of the atmosphere is created before camp begins—created by the gay peasant decorations, which are always different. This year, because of the anniversary idea, about 1,000 feet of wide paper "eyelet embroidery" ruffles were made and used to festoon the log recreation hall. The center wagon-wheel light fixture over the fireplace was adorned in a gay ruffled paper petticoat with pantaloons peeking below. Gay hearts and flowers were painted on the embroidery running across the beams. Perhaps the most unusual note was the enormous 18-page cardboard scrapbook which included souvenirs, programs, name tags, announcements and pictures from all the former camps. Old-fashioned "tintype" portraits of outstanding people were sketched and hung in eyelet frames around the room.

This year, more than ever before, everyone tried to appear at all times in peasant type clothes—and nearly every dress covered a real pettitcoat and proper accessories.

The nationality meals added the usual festive flavor to the noon and evening meals at camp. This year a South Sea Island meal was introduced, with those on the committee dressed in authentic

(Continued on page 563)

Time to dance

Inter-civic Club Recreation Jamboree

By LOUIS E. MEANS
Director, Student Physical Welfare
University of Nebraska
Lincoln, Nebraska

WHOLESOME, lasting, friendly relationships between school and community loom great in the planning and thinking of all physical educators and athletic coaches in America today. Often it becomes necessary to study new ways of obtaining parental cooperation and interest in the school program, and a closer understanding of the real and vital objectives of physical education, recreation and athletics as a whole in each community.

The author has found that no one specific plan or idea will develop this desired close harmony and understanding. Each community has individual problems that must be solved accordingly. Perhaps a combination of many different ideas, with much initiative on the part of school authorities, will be necessary to create and maintain good school-community relationships. However, the inter-civic club recreation Jamboree is here suggested as one very powerful and workable program in stimulating this relationship. This article is not offered as something entirely new or unique. It may be said, however, that very few schools have, to date, developed such a plan of adult recreation—a plan which brings quick and satisfying results to the director and the school. Some features of the plan offered here may be helpful in developing similar programs in other cities.

Objectives of the Jamboree

In a series of recreation jamborees initiated and carried on by the author at Beloit College, Wisconsin, and at the University of Nebraska, the primary objective was to establish a program that would bring to the University gymnasium, at least once a year, every man in the community representing any civic or service club. In the process of developing this plan certain things became apparent. The whole program should be built around a competitive framework, augmented with plenty of opportunity for good fellowship and relaxation. Many of the busy men who will attend one of the jamborees will be there for the first time. They may have had no prior interest in athletics or this kind of recreation. Perhaps they have never before had the opportunity to learn how to play. Others will be "old timers" in recreation experience and will make natural leaders. This program is appropriate for young and old alike. Activities, therefore, must be selected to appeal to all types of men. This is one time in the busy business year of the community when the club members can "let their hair down." Old friends will welcome this opportunity to get together. It is, furthermore, a chance to make new friends and contacts under the most ideal conditions. It may be one of the very few times in the life of many communities when members of all the civic clubs can rub elbows together. It affords the director and all his staff a fine opportunity to get acquainted with the men who influence thinking most in the community. It can be done with a minimum of work and effort, but it must not be approached too lightly, because much is demanded in organization and planning, and in preparation and clean-up of the plant and facilities.

Preliminary Planning

The first step in organizing the Jamboree is to talk to a few leaders from various clubs to see if the program sounds inviting and welcome to them—practically a foregone conclusion. The next step is to invite each club, through its president, to send one or more representatives to a meeting to discuss preliminary plans and details. A luncheon meeting is the best time for this. The director should have all details well in mind and all plans carefully worked out. New suggestions from the group could then be accepted if feasible, but the club representatives will be there primarily to hear suggestions and plans and not to formulate them. Each club is asked to appoint a Jamboree Chairman who will organize his entries carefully and see that each man is present and active. Each club chairman should in turn appoint captains in each team activity, so that responsibility can be passed down the membership roster. The captains should also insure the presence of each team entered by each club. The director should have mimeographed bulletins ready for this first meeting. Matters of finance should be worked out and approved at this meeting. The point system and the method of competition should be agreed upon and the actual date should be set.

Organization of the Jamboree

After years of trying out different activities it has been found that the following events lend themselves best to limited space, and will meet the age and interest of the greater number of those present. All lend themselves to competitive organization:

Bowling
Dart baseball
Dart bowling
Volley ball
Bridge
Checkers
Cribbage
Table tennis singles
Badminton doubles
Basketball free throws

One or two comedy-type events such as the ping-pong shot 'put may well be included. Basketball, competitive swimming, zel-ball and similar active games are not appropriate for heated competition without previous conditioning and, if they were used, would cause too many sore muscles. In addition to the competitions, other activities such as cards, dart games, recreational swimming for those who desire a "dip," zel-ball, golf driving and putting should be provided. In competitions champions in each activity should be determined by the single elimination method for both teams and individuals.

	KIWANIS	LIONS	ROTARY	J. C. C.	OPTIMIST	COOPERATIVE	COSMOPOLITAN
Bowling							
Free Throws							
Dart Baseball							
Dart Bowling							
Checkers							
Cribbage							
Bridge							
Shuffleboard							
Table Tennis							
Badminton							
Ping Pong Shot Put							
Volley Ball							
Totals							

The competition in bowling can well be organized to precede the Jamboree night by about one week at one of the local alleys. One or two five-man teams from each club can compete and the total net scores from both teams can be added to determine final placing. As the Jamboree proper gets under way, the bowling points can be posted on a large scoreboard in advance.

In arranging the Jamboree time schedule it is best to have all events except volley ball running simultaneously. This keeps any man from competing in several events and insures a large entry list from each club. Play-offs must decide the champions as well as second, third and fourth places. The volley ball competition can then form the competitive climax of the evening. Use short games instead of regular length games because the winners must play more than one match and will not be ready for too much action in one evening.

The Point System

A point system must be carefully worked out, as competition will be very keen. Competitors will want to know how every point is determined as they begin to catch the competitive spirit. The following schedule of points is workable:

Group One Activities	*Group Two Activities*
Bowling	Basketball free throws
Volley ball	Table tennis singles
Dart baseball	Checkers
Badminton doubles	Ping-pong shot put
Bridge	Shuffleboard
Cribbage	

Points scored as follows:

Place	*Group One Events*	*Group Two Events*
First place	210	160
Second place	175	125
Third place	150	100
Fourth place	125	80
Fifth place	90	60
Sixth place	60	40
Participating	30	20

It is well to award almost as many places as there are clubs entered so that all will be happy in winning some points in every event.

A point system must also be worked out to determine team places in the group two or individual type events. The following is suggested:

Lose first round match.....20 points
Win first round match.....25 points
Play each additional match.....15 points
Bonus to losing finalist.....10 points
Bonus to the champion.....15 points

The addition of these points in any one event will determine the team's standing in that particular event.

Entries from Clubs

Proper entry blanks must be prepared in sufficient quantity to permit each club chairman to have copies, with one official copy due in the director's office well in advance of the Jamboree. Each club should be restricted to two bridge teams, two cribbage teams, two badminton doubles teams, one volley ball team, one team each in dart baseball and dart bowling, and two, three, or four men each in the individual events determined by the facility in making pairings.

Special Equipment

Much interest will be aroused if a large scoreboard can be placed where everybody can follow the progress of competition during the evening. A scorer should be on hand to record results as soon as they are completed. The chart illustrated here is one way of preparing the scoreboard for the competition.

A loud speaker and announcer should be provided. It will be invaluable at the start of the Jamboree to get all captains and their teams to the proper place and to call the matches and games scheduled. The announcer might well have an assistant who goes from place to place, gathering results, winners, and best marks. Other interesting comments from the announcer will enliven the evening's pleasure.

Officials

Assistants should be organized to supervise the various events and to see that they move smoothly. Each dart game will need umpires and scorers and other events will demand different types of supervision.

Publicity

Proper local publicity in the newspapers following the preliminary meeting should be planned. Advance schedules for the bowling and the Jamboree night should be detailed. All pairings should be printed in advance. Papers should be urged to have photographers present to take interesting action shots which will help put the event across in future years. Final results should be carried in detail.

Financing the Jamboree

It has been the author's experience that all civic clubs will demand the right to pay their share of the total expense. When three to eight clubs split the cost of the evening's fun and refreshments, the cost to any one group will be insignificant. It is better to have each club make advance reservations, and then have each club pay its pro rata cost based on its membership roster and advance reservations. This will eliminate the embarrassment of individual collections or assessments on the night of the event, a plan which is not recommended. Some men will want to come early and and leave before it is over. Others wil merely drop in and stay for refreshments. Others will be there throughout the evening. This makes individual payments impractical.

Various merchants in the community can be found who will furnish card tables, decks of playing cards, cribbage scoreboards, folding chairs, table and pedestal ash trays, and other paraphernalia needed. Be sure to have plenty of ash trays everywhere for the air will be blue with smoke. Don't forget to purchase the little things that make the evening a success, such as bridge score pads, pencils, and the like.

A check room should be available for coats and hats. One or two of your assistants can set up this

(Continued on page 564)

WORLD AT PLAY

Brotherhood Week

THE National Conference of Christians and Jews announces the 14th annual observance of Brotherhood Week February 16-23, 1947. The theme is "Brotherhood-Pattern for Peace." Program aids for use in schools and colleges may be secured by writing to the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, New York. Materials are adapted to age levels in the schools. Plays, comics, posters, book lists and other types of literature, and visual aids are available.

Treasure Chests

THE San Francisco Recreation Department and the San Francisco Public Library are sending two treasure chests of books to children in the East who have too long been deprived of the chance to read for fun. Each chest will carry 30 books selected from a carefully prepared master list. One of them will go to China, the other to the Philippines. In each chest there will be two scrapbooks. One of them will be chockablock with material about the boys and girls who are sending it from San Francisco. The other will be blank, save for a request that it be filled with similar data about the youngsters to whom it is addressed, and then returned to the donors.

Art Exhibit

THE Arvida Athletic Association, Inc., Arvida, Quebec, sponsored a 10-day showing of an art exhibit at the recreation center. "A Century of Canadian Arts," on loan from the Provincial Museum, was exhibited from October 18 to 28, 1946. There were 59 pictures representing artists who, in their dates, covered the 140 years from 1804 to 1944. An acknowledgment, prefixing the exhibit's catalogue, pays tribute to the Secretary of the Province of Quebec and to the Curator of the Provincial Museum for making the exhibit possible.

Cards for Vets

FORTY-NINE free passes to all activities sponsored by the Recreation Department of Steubenville, Ohio, have been issued to discharged Veterans of World War II. The privilege of free use of all the city's recreation facilities is extended to the ex-servicemen for a period of one year from the date of issuance of the card. The veterans are also asked to check a list of activities in which they are interested. When a large number of them have expressed interest in some particular activity the department plans to organize a special program for them.

Let's Dance

THE lunchroom of a high school in Chicago was becoming a problem because, in addition to providing lunches for hundreds of pupils it was also providing them with an after-lunch hangout. The faculty put their minds to the problem and came up with a solution. Now there's a noon-time dance each day on the school stage. The school provided a phonograph. Penny collections take care of the latest dance records. The youngsters no longer hang around the lunchroom when their meal is eaten. They move on to the auditorium to dance or to sit around for a session of "lip-lobbing" to the background accompaniment of their favorite name band.

The Oregon Trail

HISTORY came alive not long ago for a group of fifth-graders in a Cincinnati public school. They were studying the period of the westward trek to Oregon. In the space of a half-mile of city streets costumed children with the aid of cardboard properties, imagination and historical information relived the trek with all its excitement and dangers.

Missionary Work

"FRIDAY night in Chattanooga I was panting on a bench in the Greyhound station, waiting for a bus to Cleveland, and the woman sitting near me leaned over and asked, 'Are you a missionery?' I started to answer No, but bethought myself and answered that I was, though not exactly in the religious field. She gave me a warm smile and a pat and nodded to the man next to her. 'I told my husband when you came in that I just knew you were.' Wondering if I had acquired during the last six months the pious, resigned look that I associate with workers in the missionary field I asked her why she thought I was a missionary. She pointed to my big suitcase

that I had struggled into the station with and said, 'Missionaries always have such big satchels!' "—From a field worker of the National Recreation Association.

Pre-cub Reporters — Teen-agers in Union City, New Jersey, are being given a chance to learn something about newspapers thanks to the Recreation Commission. The club, formed at the request of the young people, meets once a week for a two-hour session. With the help of a newspaper man interested in the project the club members study writing, learn the difference between propaganda and fact and something about governmental organization, carry out assignments.

Centennial—During the first week in July, Hamilton, Ontario, celebrated its centennial. Part of that celebration was a 10-day sports program. The range of sports was large and varied. It included tennis, yachting, softball and hardball, bowling, barbell and weight lifting, lacrosse, golf, checkers, cricket, rowing, trap shooting, swimming and diving, archery, casting, bicycling, horseshoe pitching, motor cycling, soccer. Both professional and amateurs participated in some of the events. There were junior and senior teams, industrial teams and sports clubs on hand. All the groups combined to prove that there are sportsmen and to spare in Hamilton—and no lack of opportunity for them to indulge in their favorite pastime.

Recreation in Indiana—The Governor of Indiana, Ralph F. Gates, on June 11, 1946, appointed an advisory committee to the Economic Council on the subject of recreation. The purpose of the committee is to make a study of the recreation needs throughout Indiana and to make recommendations to communities throughout the State on their recreation programs. The committee will consider recreation legislation not only in behalf of the children but also as related to the adult population. The Economic Council will furnish to this committee the necessary research facilities. The Governor named Garrett Eppley, Field Recreation Consultant of Indiana University, as chairman of this committee.

Knowing Their City—A group of teen-agers in San Francisco worked out for themselves an interesting activity last summer. They planned a series of eight Saturday tours designed to introduce the youngsters to some of the seldom visited parts of the city. When the tours were over the group had a forum to talk about what they had seen.

New Chairman—Mrs. Charles F. Prickett has been appointed Chairman of the Executive Council of the Pasadena Department of Recreation. Mrs. Prickett is widely known as a Pasadena civic leader and for several weeks recently worked on a special survey looking to the expansion of the Pasadena Recreation Department. Mrs. Prickett is the first woman to be chosen head of the Council in its 23 years. Mrs. Prickett has been with the Community Playhouse at Pasadena since 1937 and received her master's degree in theater arts in 1931. Cooking, collecting recipes, earrings, and millinery are Mrs. Prickett's hobbies.

Summer in St. Paul, Minnesota — Old time dance classes, radio broadcasts, a scrapbook contest are some of the many activities that make St. Paul's playgrounds a good place to play in summer. Over 100 men and women learned the old dances—schottische, polka, waltz, mazurka, circle two-step, squares—in weekly classes. Each Saturday teams from two playgrounds did a quiz program — *A Penny for Your Thoughts* — over the radio. A penny was awarded for each correct answer. Boys and girls up to 17 competed in making scrapbooks which were judged for originality, design and artistic value, workmanship and content. Three hundred scrapbooks were turned over to the Red Cross to be used in hospitals.

New Parks Acquired in Illinois — A report from Illinois indicates that that State is making steady progress in acquiring new parks. Already in 1946 two new parks have been acquired, one of 400 acres, one of 20 acres. In the year 1945, additional acreage was acquired for six State parks ranging from 86 to 1,104 acres and totaling 2,131 acres.

Library for Summer Recreation—In 1936 the Recreation Department in Salt Lake City, Utah, started a summer project that is still going strong. The Department undertook to pay the cost of operating a free library for children so that they might have books—and help in choosing them—within walking distance of home. The Public Li-

(Continued on page 556)

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Conference Report

National Conference for the Prevention and Control of Juvenile Delinquency

November 20, 21, 22, 1946
Washington, D. C.

In October 1945 shortly after the close of the war the Department of Justice became concerned with the problem of approximately 1,500 juveniles under the department's control and sought guidance from various authorities concerned with the youth problem. In February 1946 the group called together and known as the National Advisory Panel to the Attorney General on Juvenile Delinquency Problems recommended among other things that a larger conference be held bringing together representatives of all groups concerned with youth to discuss both the preventive and correctional aspects of the juvenile delinquency problem. The conference was divided up into some 18 different panels as follows:

Report 1. Community Coordination
Report 2. Juvenile Court Law
Report 3. Juvenile Court Administration
Report 4. Detention
Report 5. Institutional Treatment of Delinquent Juveniles
Report 6. Role of the Police in Juvenile Delinquency
Report 7. Housing, Community Development and Juvenile Delinquency
Report 8. Recreation for Youth
Report 9. Mental Health and Child Guidance Clinics
Report 10. Youth Participation
Report 11. Citizen Participation
Report 12. Case Work—Group Work Services
Report 13. The Church
Report 14. The School as a Preventive Agency
Report 15. Home Responsibility
Report 16. Rural Aspects of Juvenile Delinquency
Report 17. Statistics
Report 18. Press, Radio and Motion Pictures

The conference itself brought together some 800 delegates from all parts of the country representing many different groups. It convened in a general session Wednesday, November 20 and heard a message from President Truman who said, "Recent reports from the Federal Bureau of Investigation reveal in bold relief that lots of juvenile delinquency problems still lie in the homes, schools, neighborhoods and churches of our nation and are tied to our everyday lives." Associate Justice Harold Burton of the Supreme Court, who will be remembered by many recreation people for his addresses at the Recreation Congresses in Pittsburgh and Cleveland, read the President's message and also addressed the conference stating that its aim was to subtract from the number of criminals and to add to the forces of law and order through strengthening the forces of prevention. Governor Clarence W. Meadows of West Virginia contrasted two communities in his state and praised highly the effective work being done by one which provides a community recreation program with another that has a costly jail system and no recreation program. The delinquency in the former is very much less than that in the latter.

Following the opening session the conference divided up into panels for the consideration of preliminary recommendations and reports already drawn up by smaller groups.

The panel on recreation had for its consideration a mimeographed document of some 150 pages which had been put together by the preliminary committee. In addition to the general text of the document there were some 25 pages of principles, specific recommendations, and a list of the agencies urged to work for the action recommended.

Throughout Wednesday afternoon and evening and all day Thursday the panel of between 30 and 50 persons read and discussed the various principles and recommendations, making such changes as the group desired. Obviously in a time as short as this and with the method of trying to write a manuscript with such a large group, there is much of difficulty. However with certain few exceptions the report of the recreation panel as presented to the general conference by George Hjelte, chairman of the panel, was a good statement of recreation philosophy — objectives and methods — and ought to be helpful throughout the country in interpreting the important part that recreation has to play in the prevention of juvenile delinquency. The report as presented to the general conference was as follows.

Report of Recreation Panel

It is the view of the Panel on Recreation for Youth that recreation has an important contribution to make under conditions which require corrective or social treatment of delinquent juveniles. The Panel recommends that recreation and youth leaders cooperate with teachers, psychiatrists, probation officers, and institutional authorities in the utilization of recreation as a therapeutic agent where it is needed for corrective purposes.

The Panel, however, shares the conviction of Attorney General Tom C. Clark and of Governor Clarence W. Meadows of West Virginia, who ad-

dressed the opening session of this conference, that recreation is a most effective preventive of juvenile delinquency and that its most potent use toward this end lies in the provision of wholesome recreation opportunities for all youth everywhere throughout the nation. The Panel established the general principle that recreation is a major necessity and safeguard and recommended that recreation be presented to youth positively with emphasis on his choice in free time and on his dignity as an individual rather than as a cure-all for all delinquencies of youth.

Youth must have a large part not only in the planning of recreation services, but also in the role of leadership. Young people are entitled to both share and lead in a democratic society. It is recommended by the Panel that youth be represented on committees and advisory councils responsible for providing youth recreation programs, and that they have a voice in the preparation of plans for training of leaders; also that they be encouraged to serve as leaders.

While recognizing that the democratic right to choose one's own recreation is a fundamental right of all youth, it is the view of the panel that this right might well be denied by the failure of communities to provide essential means for the exercise of it. Accordingly, it was concluded by the Panel that recreation is a primary responsibility of every community and must be adequately provided to meet the needs of youth regardless of race, creed, or economic status. The Panel recommends:

That municipalities and counties establish tax-supported recreation systems and that existing systems be strengthened.

That states provide:

Recreation programs and facilities only where they are best administered on a state-wide basis.

Consultation services on recreation to the several political subdivisions.

That the federal government strengthen its present authorized recreation programs and seek the establishment of a federal recreation service and such additional authorization necessary to provide the states and political subdivisions of the states, acting through the states, with technical advice on recreation programs.

That federal agencies be brought together in a cooperative relationship to the end that the federal responsibilities in the field of recreation can be adequately met in accordance with their separate authorizations.

To effect these improvements in the realm of governmental responsibility for recreation, the Panel urges action upon city and county officials, governors and state legislatures, and the Congress of the United States of America.

Other specific recommendations are made by the Panel with respect to the provision of wholesome recreation for youth as follows:

Recreation for Youth—in Public Recreation Agencies

The public recreation system should furnish adequate recreation services to all neighborhoods, all races, all ages.

Action should be taken by city and town councils, recreation administrators, councils of social agencies, and neighborhood and civic groups.

Recreation for Youth—in Schools

School facilities should be operated beyond school hours as community centers. Education for leisure should be provided through school curriculum and otherwise in the choice of leisure-time activities. School leisure-time programs should cooperate with and complement the home in planning for leisure-time choices and activity skills. Schools should join with other agencies—park and recreation departments, social agencies, youth serving organizations—in a coordinated plan and program. When schools operate recreation programs, professionally trained recreation leaders should be employed by schools to give leadership in recreation. Some training and experience in the leadership of recreation activities should be included in the professional training of all teachers. The functional design of school buildings should provide for school and community recreation use.

Action should be taken by school boards and administrators, local and state education and recreation authorities, teacher training institutions, and parent-teacher organizations.

Recreation for Youth—in Libraries

Libraries with appropriate services are essential in a recreation program. Books, periodicals, recordings and other materials are a part of public services for recreation. Where not easily accessible they should be brought to youth by bookmobile or other means. Young people should be encouraged to turn to books, libraries and museums for information and pleasure and should be consulted in planning library services.

Action should be taken by all recreation agencies, public and private, and by city, county and town officials and school authorities.

Recreation for Youth—in Camps

Camping contributes to the recreation needs of youth. Camping for more youth is needed. Appropriate facilities under public voluntary and private auspices should be developed to make camping opportunities available to all groups within the population. Qualified leadership should be provided in camps. Communities should study local camping resources and needs. Existing camping facilities should be more fully utilized.

Action is indicated on the part of welfare councils, community chests, all youth service agencies, and public recreation departments.

Recreation for Youth—in Institutions

In correction institutions recreation should be regarded as an essential part of normal living and as a positive development force for individual fitness and citizenship. It should not be looked upon as a device to fill time or as a reward or punishment. Adequate provision must be made for recreation in institutions for juvenile delinquents to be under the direction of professionally trained and carefully selected recreation leaders.

Action is urged upon heads of institutions for delinquents.

Recreation for Youth—in Housing

Recreation facilities are an essential part of housing developments. Such developments must be so planned as to be part of the total community recreation pattern. Residents in projects should participate in programs of recreation within and without the developments. Diversified year-round programs catering to the many interests and needs should be conducted in housing developments under professionally trained leadership supplemented by trained and supervised resident volunteers.

Action is urged upon housing authorities, public recreation departments, councils of local agencies, and tenant councils.

Recreation for Youth—in the Home

The family has an obligation to provide wholesome recreation. Every child must have time free from family chores and responsibilities—time available for recreation. Families should plan their work so as to permit youth to participate in wholesome recreation both in the home and in the community. Families therefore should support and encourage community recreation programs and systems.

Action is urged on the part of parents and recreation agencies.

Recreation for Youth—in Industry

There should be a recreation program for all industrial workers and their families. Recreation in industry should stress recreation for the entire family and should place particular emphasis on recreation for the children of parents employed in industry. The worker whose wife and children are finding life enjoyable because of appropriate opportunities for investing their own leisure time are apt to be satisfied and efficient workers.

Action should be taken by management and employee groups and public recreation agencies.

Recreation for Youth—under Commercial Auspices

All commercial recreation services and facilities should be evaluated in terms of maintaining a high standard and decent environment. Legislative control and regulation are necessary as a safeguard and as a public necessity. Wholesome and desirable commercial regulation should be encouraged and those with negative influence condemned and regulated.

Action should be taken by commercial recreation operators and by community agencies.

Recreation for Youth—in Churches

The church should do its part in providing adequate recreation, cooperating with all agencies of the community and with a sense of responsibility in relation to the whole matter of enriching life through leisure and recreation. It should interpret high standards of personal and social behavior in recreation. It should also aid in providing training opportunities for the development of intelligent and inspiring leadership and should support well conceived community recreation plans and programs.

Action on the part of all religious agencies is urged.

Recreation for Youth—in Rural Communities

Recreation is a vital need in rural no less than in urban communities. Opportunities should be promoted for the utilization of the natural rural environment in the development of rural programs. Rural recreation programs should function through

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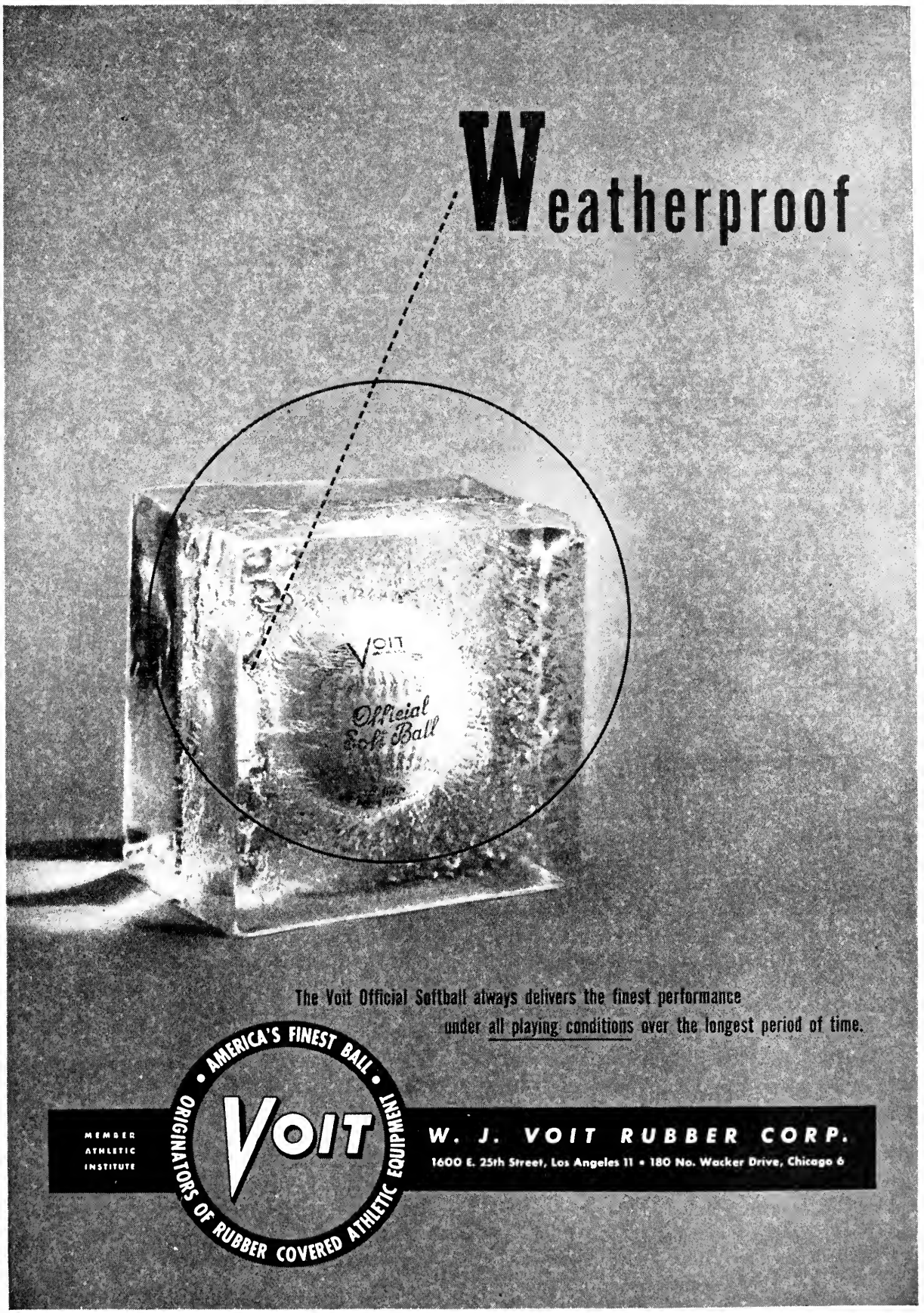

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existing rural community organizations and local groups. In general, rural people should not be segregated by age groups for recreation purposes. Rural homes need to become centers of neighborhood activities. Rural schools should become centers of recreation life and meeting places for rural groups. Local recreation councils are advisable.

Action is urged upon agricultural agents, school and county officials, rural organizations, parent-teacher groups, and churches.

Recreation for Youth Through Radio, Motion Pictures and Newspapers and Magazines

The radio and the motion picture and the popular press may become potent forces in the cultivation of good taste in recreation and a motivating force for participation in wholesome activities. The potentialities in this field have only begun to be explored by students of all youth needs and by recreation leaders. Concurring with the Panels on these subjects, the recreation Panel urges extensive study in this field looking to the formulation of sound views and directions and the development of constructive programs.

Action is urged upon the part of the commercial agencies involved, parent and educational organizations, and recreation leaders.

* * * *

Many other principles were enunciated by the Panel and specific recommendations for action were made on details directed toward implementing recommendations already reported. They were in the fields of planning, legislation, finance, construction of areas and facilities, and training; also upon community coordination and relationships between private and public agencies. They are too voluminous to report in the brief time allowed, but will be set forth in detail in the published report.

Thus, it will be seen that the emphasis given by this Panel is on the conservation and development rather than the salvage of youth, and on the total welfare needs of multiplied millions of young people rather than solely upon the offender and the delinquent.

It is the hope of the Panel that its recommendations for action will serve as a practical guide and handbook in communities the nation over for those people who understand the influence which recreation has on the lives of young people, and who want to do something constructively about it.

When all of the Panel reports were in, the conference voted that a permanent committee be established.

The conference will print in one volume the recommendations for action contained in each one of the Panel reports issued. This volume, which will contain "Summaries of Reports," will be distributed without cost to all participants in the conference and to individuals and organizations who have expressed interest in the conference. According to the conference announcement any groups or organizations interested in this volume may obtain a copy by writing to Executive Committee, National Conference for the Prevention and Control of Juvenile Delinquency, Department of Justice, Washington 25, D. C.

The full reports of each of the Panels will be published separately by the Government Printing Office of the United States Government.

In the introduction to the *Volume of Summaries of Reports of the National Conference for the Prevention and Control of Juvenile Delinquency,* the following statement appears:

"It is the responsibility now of every locality and

American Recreation Society

THE ADMINISTRATIVE council and executive committee of the Society of Recreation Workers, now the American Recreation Society, met in Washington, November 19, 1946 to take official action on the mail balloting for officers and members of the executive committee and administrative council, and on the change of name from Society of Recreation Workers of America to American Recreation Society. The new officers were introduced and the responsibility for the program of the society turned over to them at this meeting. The new officers are:

Harold B. Meyer, president
Arthur E. Genter, first vice-president
George T. Sargisson, second vice-president
Wayne C. Sommer, secretary
Ralph Hileman, treasurer

The members of the executive committee are the officers; the immediate past president — Milo F. Christiansen; Howard Braucher, National Recreation Association; and three members at large elected by the administrative council at this meeting, Howard C. Beresford, Oka Hester, Miss Vivian O. Wills.

It was announced also that the membership voted to change the name to American Recreation Society by 270 to 21. The change of name was effective as of November 7, the date when the necesssary legal formalities were completed.

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every individual in every locality, having concern for their young people, to carry the work on with the fullest degree of imagination and initiative.

"It is a problem of the modern world that while it is necessary and useful to formulate plans and programs on a nation-wide basis, the problem always remains to get such program translated into action at the community level where all government has its final impact and where all action must, in the last analysis, be taken.

"It has been emphasized and re-emphasized that the solution to the juvenile problem lies in the home and schools and local institutions of this country. It is only by action in these areas that results can be achieved.

"The National Conference hands on to the communities of the country, and the individuals in those communities, suggestions and recommendations, based on the best views obtainable at the national level, in the form of reports whose recommendations for action are contained in this volume. It is now the duty of the men and women, wherever, or however they may be living, and the young people themselves, to adapt these recommendations to their own local situations and to achieve results which can be considered a step toward the ameliorization of the disastrous conditions which, in too many places, confront American communities."

Appointment at the Rink

(Continued from page 524)

are themselves skaters and find that keeping an eye on other small fry is not an unpleasant part of skating with their own son or daughter. Two mothers or dads are officially "on duty" every afternoon for one hour each.

Keynote—Cooperation

The youngsters, too, have done their share to

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make this program—and indeed the whole skating program for Montclair—successful. The assistant recreation director sends a letter to all the cooperating schools at the beginning of the skating season. In it she appeals to the young skaters to keep off the ice until they are given formal notice that it is ready and, once the rinks are officially open, to help police the ice. The letter is read at assembly by the school principal. It is a matter of record that the children take the appeal to heart. For the ice is not used too soon and the small obstacles that are likely to accumulate through carelessness and to present hazards to skaters and work for the "ice-makers" are conspicuously absent.

The boys and girls who use the rinks feel that this is their ice and any irresponsible person who tends to mess it up is promptly and efficiently disciplined by a jury of his peers. No small part in this assumption of responsibility is played by a letter of appreciation sent at the end of the season to the youngsters through their schools.

This program is an outstanding example of what can be done through intelligent cooperation by many community agencies for the good of the whole community. No one group could, by itself, have provided this extra and greatly needed facility. But when the recreation department, the park department, the fire department, the P.T.A., the schools and the children worked together an impossibility became an accomplished fact with no great hardship to any one.

Tips on Ice Skating Areas

SITE—The rink should be level and located as near as possible to at least a two inch water supply, although a three inch fire hydrant is preferred. The soil should be loam or clay. Do not try to flood a sand or gravel area. Areas should be flooded when the ground is sufficiently frozen to retain the water, and during below freezing weather. Do not try to have a rink over a sewer or central heat line because the heat will thaw, in time, any frost or ice in the ground above it.

Construction and Flooding—If you do not have a natural pond, lake, sunken area, or a surfaced area with curbs, the easiest way to construct a skating rink is to plow three furrows all around the area to be flooded. Throw the plowed dirt in a berm on the inside of the furrows. The ditch left outside the berm will catch any seepage from the rink. Tamp the bank, and when the ground is sufficiently frozen, spray and freeze the bank thoroughly, then flood the area lightly, about one inch of water at a time, until four to six inches of solid ice are built up.

If solid ice is obtained, it will remain most of the season in spite of thaws.

Caution—Do not flood too soon—If the ground is not sufficiently frozen, the water will seep away, leaving "shell ice" which must be dug out and hauled away before re-flooding.

Do not put too much water in at one time—For the first flooding do not put more than one inch of water in, even if the area is not entirely covered. Water seeks its own level, and subsequent floodings will cover the entire area. Allow each flooding to freeze solidly before giving it another flooding.

Do not try to flood over snow, or soft "snow ice" will result. Snow and all ice cut by the skaters must be removed or brushed off before re-flooding.

Do not try to build a bank of snow, ashes or refuse—Banks of this type will wash out in a thaw.

In the photograph at the left, Pat Chambers, twice National Archery Champion and now a member of the Ben Pearson staff, demonstrates the relaxed method of shooting to Joe Robinson, professional golfer. This photograph was taken during an exhibition of archery vs. golf given by Pat and Joe on a standard golf course. The drawing at the right demonstrates Pat's method of holding the bow. If you will lean against a wall, with your arm crooked slightly at the elbow, you will discover that you can relax your arm muscles and hold yourself quite comfortably. This is the basis for the relaxed archery technique.

ARCHERY IS THE RELAXATION SPORT

Archers as a group are famous for steady nerves and normal blood pressure. For archery is a true recreation — it is the relaxation sport. Tension and archery do not go together. The typical archer shoots for recreation. He shoots a few rounds at noon, or in the afternoon, and has more energy at the end of his practice than at the beginning. The relaxed method of shooting is now the accepted technique — and holds most national records.

This means that archery classes and clubs are truly recreational in character. There is a place in your program for archery.

Archery has a strong, universal appeal. Archery is for all ages, both sexes, for the healthy and the infirm, the robust and the recluse. Archery is a proved builder of co-ordination, muscle, vision, perfect posture, and steady nerves. And, best of all, archery is true recreation.

You will find a Ben Pearson dealer near you, and you will be astonished at the beauty and inexpensiveness of the archery tackle he displays. Look him up soon. And meanwhile, for help in forming an archery club, archery class, or installing an archery range, write Ben Pearson. We maintain an advisory service especially for that purpose.

BEN PEARSON
PINE BLUFF, ARKANSAS

Samuel L. Smedley

SAMUEL L. SMEDLEY for many years gave most unusual leadership in the park and recreation movement in that part of Pennsylvania in which he had his home. He understood very fully the need for education of the community as to the value of parks, and he wanted to use his influence fully to help build the park movement in his part of the world. He was happy to attend park and recreation meetings and to listen to the experiences of other communities.

In 1942 Mr. Smedley, then president of the Delaware County Park and Recreation Board, was given the Chester Kiwanis Club Service Award medal for his outstanding work in the establishment of public parks and playgrounds in Delaware County. Mention was made that it was through the guidance of Mr. Smedley that the Park Board was started in 1932 and in later years enlarged to the Park and Recreation Board. He was also instrumental in starting "Camp Sunshine" for underprivileged children, which was affiliated with the Chester Boys' Club.

Mr. Smedley is one of the few men who have had a park memorial project named for him while still living. The eighty-acre Samuel L. Smedley Park was named in his honor.

He was president of the Pennsylvania Forestry Association, was keenly interested in trout fishing, and was one of the discoverers of the Pocono Mountains as a resort country.

Mr. Smedley was one of those who recognized the value of national organization in the recreation field and who gave support to the National Recreation Association.

World at Play

(Continued from page 546)

brary supplied the books (the age range ran from preschool to junior high) and its librarians cooperated fully in the undertaking. The library is open from 9 A. M. to 1 P. M. each Monday through Friday for six summer weeks. At 10 on Thursdays and Fridays youngsters in the six-to-ten group flock to a storytelling hour. The librarian in charge is school librarian in the winter.

Archery Note — Allentown, Pennsylvania's Recreation Department had what amounted to a brain wave when it set up its summer archery range. Adults and youngsters alike used the range frequently. Many tournaments were played there. But the thing that pleased most people most often, to judge by their overheard comments, was the location of the range—very near a picnic grove. The archers, having spent a morning at the butts, could step across the way for a picnic lunch and a lazy rest then back again for another go at the targets.

Renaissance in St. Louis

(Continued from page 539)

For the first time in the city's history, booklets and pamphlets on recreation and recreation facilities have been printed and distributed. Membership cards are now the proud possession of the children, young people and adults of the city. Radio programs have been broadcast from the city's community centers; the city's radio station frequently requests that the recreation department put on programs.

Extreme care is being taken to ensure that the recreation programs appeal to the individual tastes

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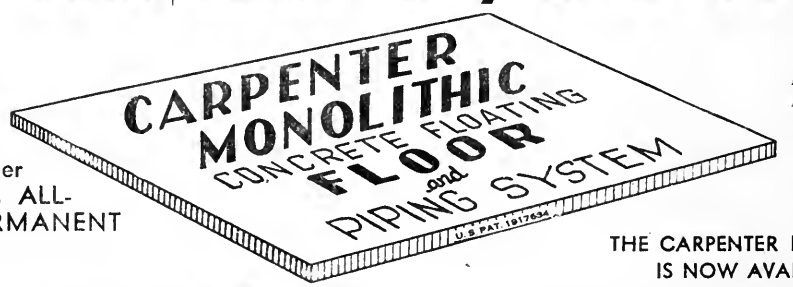

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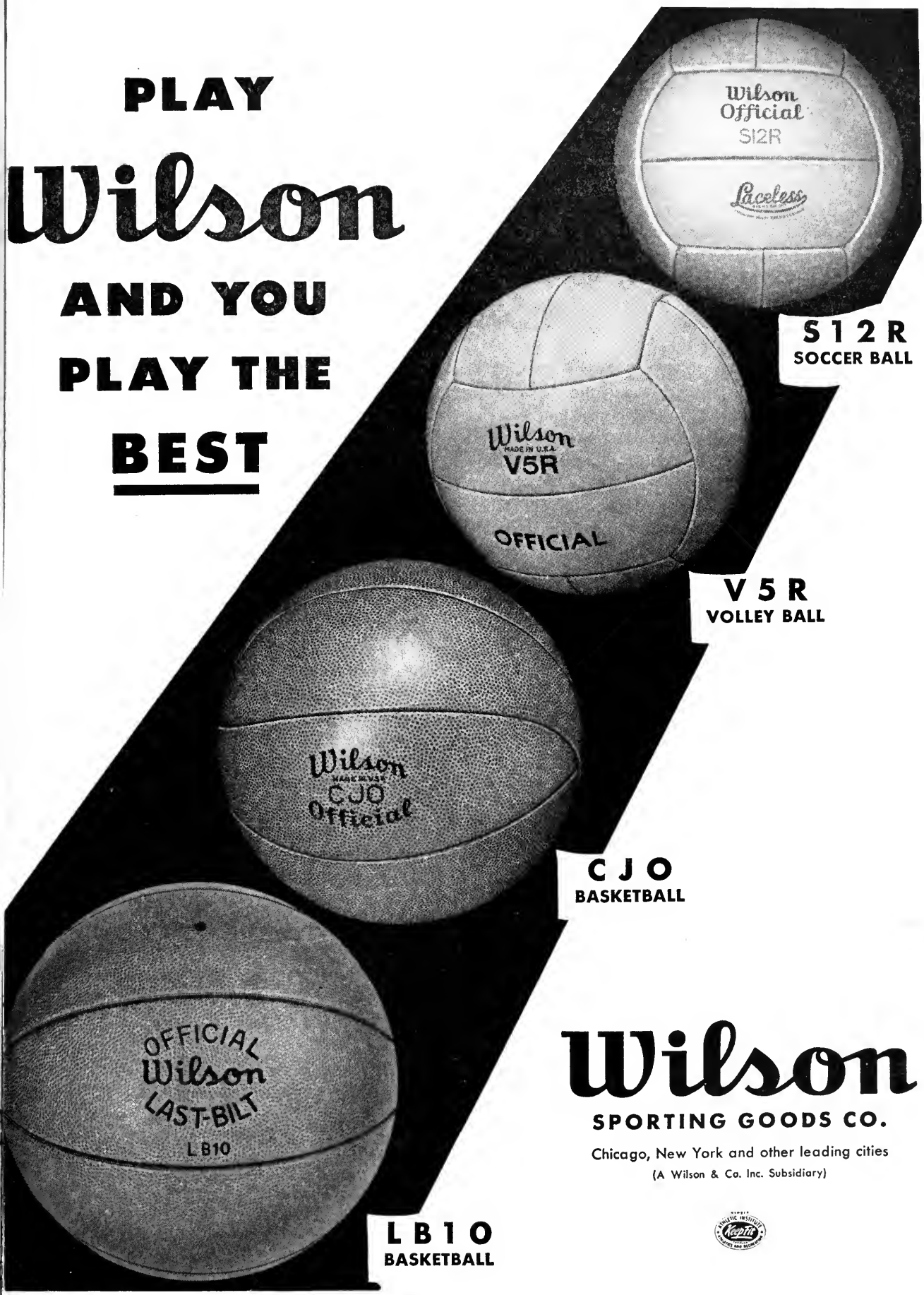

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Shelby M. Harrison To Retire

ANNOUNCEMENT has been made that Shelby M. Harrison, general director of the Russell Sage Foundation, will retire on July 1, 1947.

Mr. Harrison served for a time on the staff of the Boys' Clubs of America. In 1912 he became director of the Department of Surveys and Exhibits of the Russell Sage Foundation and in this capacity worked very closely with the National Recreation Association. He became vice-general director of the Russell Sage Foundation in 1924 and since 1931 has been general director. Mr. Harrison has always been most understanding of the national recreation movement, and it has meant a great deal to the National Recreation Association to have a man of Mr. Harrison's spirit and ability in this position of outstanding leadership in community undertakings.

The National Recreation Association owes much to the backing and support given to it in the early days by the Russell Sage Foundation under the leadership of its then director, John M. Glenn, and also to the continued support of Shelby M. Harrison in the days since Mr. Glenn's retirement.

---

of each neighborhood. The office staff in St. Louis has reached the conclusion that the success of any recreation program depends upon its appeal to the neighborhood it is intended to serve. It is understood, too, that the office staff cannot possibly set up a suitable program without working on the scene at the community center and in conjunction with local groups. For that reason, advisory committees have been organized at each community center. They are composed of representatives of such neighborhood groups as churches, businessmen's clubs and the like. It is the purpose of these committees to assist the center staff in formulating a program suited to the tastes and needs of the community. These committees also serve, of course, to enhance public interest in the recreation program by giving the citizens an opportunity to participate actively.

So, St. Louis, without a great amount of urging, made great strides in recreation in the past. Now, under the pressure of a real publicity campaign, powered by the energetic, ambitious, capable recreation staff, St. Louis has marshalled its forces to meet the Atomic Age with atomic expansion and a modern, up-to-date program, planned and carried out by a recreation staff, competent and eager to meet any challenge. The familiar figure of St. Louis astride his charger has changed slightly as far as recreation is concerned. The armored figure has exchanged his spear for an atom bomb and his steed for a rocketship. St. Louis is determined to attain its rightful place at the top of the list as a grand place to play—for the realization of a richer and fuller life.

Hang on—St. Louis is on its way!

The Recreationist— An Interpretation

A RECREATIONIST is a leader or director of the leisure time, voluntary activities people engage in, an off-the-job-living counselor.

The recreationist works with—never for—individuals, groups or masses of people of all ages in their free time living, either active or passive.

A recreationist is neither a teacher nor a social worker. The recreationist's concern is not primarily subject matter on the one hand or the guidance and adjustment of the individual to society on the other.

The recreationist's program is not subject-matter-centered as is the teacher's or individual-centered as is the program of the social worker. Rather his program is person-in-activity-centered. It is concerned with the informal education that goes on in activities voluntarily chosen in leisure time.

The recreationist is a leader not because of position in a system nor because of specialized knowledge of a subject, but rather because of the influence of the quality of life he lives as foremost companion in recreation experiences.

The recreationist's leadership stems from his ability and skills in activities in which the participant is interested and in organization activities plus an understanding and use of the human relations involved in these activities for opening up new horizons.

The recreationist is as much concerned with the outlooks and insights, the attitudes and appreciations and the means of control that are learned in voluntary activity as he is with any particular skill that may be learned.

The recreationist sets up the kind of situation for free time pursuits that makes it possible for the individual to survive and have fun as a respected

ee citizen, rather than to be able to survive under tyranny. Regimentation is just the opposite of creation. Dictatorship is the opposite of democracy.

The recreationist may be found in all types of gencies in the field of recreation—boys' and girls' ork agencies, camps, social settlements, libraries, laygrounds, community centers, museums; and n other, but related fields of welfare such as education, health, religion, planning, and social service.

The recreationist uses all types of activity also—eading, creative literary expression, music and rt, dancing and rhythmics, dramatics and pagantry, arts and crafts, games and sports, social ecreation, camping and out-of-door living.

The recreationist's professional training includes a variety of these activity skills, social group work echniques, administration and management, community organization and all the subdivisions usually found under these heads.

Recreation along with other human services such as education and religion, makes its contribution to welfare by helping people find meaning, fun, and balance in living; by preventing man from becoming a mechanical robot, a leisure time illiterate, spiritually bankrupt, without roots, interests or convictions. Fullness of life through leisure—that is the contribution, the business, the field of recreation. That is the job of the recreationist.—*Walter L. Stone.*

Fiestas in Kansas City

(Continued from page 527)

follows the saying of the Litany each evening. The Pinate is a large oval-shaped package, beautifully decorated, filled with sweets, nuts, and fruit, and suspended from the ceiling. Those taking part are blindfolded, each person taking his turn. Each is given a pole and after being turned around several times proceeds to strike at the swinging Pinate. Each participant has three tries. When the Pinate is finally broken there is a wild scramble for its contents.

Early in August of each year the Church of Our Lady of Guadalupe sponsors its own fiesta. Then everyday cares are forgotten. Guadalupe Center, the Mexican colony's artistically built community house, and the grounds which surround it take on an air of carnival. The whole neighborhood joins hands in merrymaking.

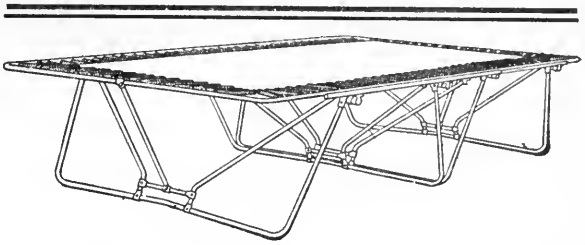
The celebration lasts four days. Friends come from nearby cities to join in the festivities. Entertainers from near and far add their bits to the gaiety.

A special stage resembling the patio of an hacienda is set up out-of-doors. Here palm trees and colorful lanterns are a backdrop for native dances and songs. Here all those taking part in the program, dressed in gay native costume, wait their turn to entertain.

Here and there on the grounds are decorated booths—red, yellow, green. You can eat at them the highly seasoned Mexican dishes—enchiladas, tacos, tostados, tamales—and cool your burning palate with a cup of refreshing raspa. Other booths display native handwork or invite you to "try your luck"—for what is a fiesta without a game or two of chance?

At the Fiesta of Our Lady of Guadalupe there is warmth and color, eating and drinking and laughter. Thousands of Kansas Citians come each year to enjoy the happy event.

It has been rightly said "to know a people, one must know something about their feasts and festivals." Mexico is rich in these.



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A Recreation Club for the Aged

By SARA M. MCCAULLEY
Executive Director, Colony House, Inc.
Brooklyn, New York

THE EVER INCREASING proportion of older people in our communities makes it imperative for group work and recreation agencies to consider their needs in planning the total program. The more mature members of our community must be helped to feel useful and needed once more. They have been on the scrap heap too long. The coming years represent a broad opportunity and challenge to recreation agencies. They must and will accept the challenge.

Colony House, a settlement located in the largest rooming house district in New York City, set out to see what the response of these older community members would be to a program geared specifically to them.

In order to secure the nucleus for its program, the support of the local Welfare Center of the Department of Welfare was solicited. The Silk Screen Club of Colony House cooperated in printing invitations to a holiday tea. The investigators of the Welfare Center distributed these invitations to their clients who were receiving old age assistance. The date for the tea was set far enough in advance to provide time for these invitations to be distributed and the people who received them time to decide whether or not they would accept.

There were 45 men and women at the tea. Many of them mistrusted the motives of Colony House in sponsoring the meeting. One asked if this were the beginning of some effort to institutionalize oldsters. Another said, "No one really cares about us." One said that this was "the first time in five years that I have worn a hat to go out." One commented that this was "more fun than sitting at the railroad station with a roll in a paper bag for lunch in order to be near people." The tea over, these 45 old people decided to form a club.

They named it the Happiness Club. They decided that their special song should be *Happy Days Are Here Again,* and to meet twice a month. The Director of Colony House acted as club advisor. First meetings were given over to assuring the members of the interest and sincerity of the staff and board of Colony House. There is now an average attendance of 40-50 members. Membership is not limited to recipients of public assistance. Many bring their friends.

One monthly meeting is given over to games, folk dancing, crafts, music and group singing. The second meeting is a birthday party for all those whose birthdays come in the month. The party is sponsored by a member of the board whose birthday comes in the same month. Birthday cards are brought or sent by the individual members to the guest or guests of honor for the month. There is a birthday cake at each party.

The highlight for the summer season was a bus trip and an all-day picnic to Valley Stream State Park made possible through the cooperation of the American Red Cross.

The club now has plans for group projects. The women plan to knit foot covers for servicemen in convalescent homes. The men will make toys for the nursery tots.

The few hours of friendliness and cheer brought into the otherwise drab existence of many people who are lonely and without friends and relatives are reflected in their many "God Bless You's" at the close of each meeting.

The Local 4-H Club Leader

A. B. Graham, U.S.D.A., Retired, makes the following statements regarding a leader:

The boss drives his men; the leader coaches them.

The boss depends upon authority; the leader on good will.

The boss inspires fear; the leader inspires enthusiasm.

The boss says "I"; the leader says "We."

The boss assigns the tasks; the leader sets the pace.

The boss says, "Get here on time"; the leader gets there ahead of time.

The boss fixes the blame for the breakdown; the leader fixes the breakdown.

The boss knows how it is done; the leader shows how.

The boss makes work a drudgery; the leader makes it a game.

The boss says, "Go"; the leader says, "Let's go."

The voluntary leaders are very necessary and important for the success of the local 4-H Club.—From the revised October, 1942 issue of the *Washington's 4-H Club Leader's Handbook,* published by the Extension Service, State College of Washington, Pullman, Washington.

The Spell of Music

AT A CHILDREN'S CONCERT, given by the Austin, Texas, Symphony Orchestra, the conductor requested that the children close their eyes during the playing of Schubert's *Unfinished Symphony* and follow with their imaginations the course of the music. The children wrote down their mental pictures and sent them to the Recreation Department. Here are some of the results.

"Sunday when I closed my eyes I could see brownies. Brownies instead of fairies because a fairy is light, dainty and delicate and the music did not sound that way at all. It was large and that reminds me of brownies. The brownies seemed to be dancing around, softly at first, then getting louder and louder, dancing harder, harder and harder. Suddenly a clash of thunder and lightning, and suddenly, very suddenly, they would scamper away into their homes. Then softly, slowly, cautiously they would peer out. Surely there was nothing harmful to bother them now, so they would come out and begin dancing again. The same theme would be played over and over and the same thing would come to my mind. Sometimes they would stop and rest and thunder would sound and they would dash away, sometimes coming out slowly and other times they were in a hurry to get out again. Finally they are dancing and, as suddenly as before, the thunder comes. This time they do not reach cover fast enough and are destroyed, never to dance that dance again."

"The first movement of Schubert's *Unfinished Symphony* reminds me of a woodland scene with gnomes playing a game of chase. This happened when the main tune was played by different sections of the orchestra. I could hear the forest noises constantly except during the main theme. The game of chase reached its high points when the orchestra played loudest and fastest."

"The *Unfinished Sympathy* by Bach (*sic.*) suggested to me 'a seagull fighting through a storm.'"

"I could imagine myself, slowly walking along a lonely country road in England. The road was leading up to an ancient castle, and I could see the flowers of spring in full bloom. As I came closer to the castle, a weird feeling came over me, and I seemed to relive the ancient days of the past, and I seemed to be able to visualize all of the battles, turmoils and quarrels that had taken place in the castle. That is the picture I drew from hearing the composition."

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"At the playing of the first movement of Schubert's *Unfinished Symphony* I am reminded of a dimly lighted scene beside a stream very early in the morning, as the stars go in and the sun comes up. Some wood sprite ballet dancers come out and dance, their dance being the recurring theme.

"There is a lull that usually precedes a storm. Then the storm breaks with full force, causing the wood sprites to flee. There is thunder, lightning and rain. Presently, as the storm dies down, the sprites return and begin a game of chase.

"As the game progresses broad daylight comes. The sprites are frightened and run off, terrified—abruptly ending their dance-like game."

"This is what I pictured in my mind when I listened to the *Unfinished Symphony* as you played it Sunday afternoon.

"The eastern sky tinged with pink, and light fluffy clouds floated by. The sun rose majestically on a troop of cavalry riding slowly across the valley. On the opposite side of the valley a similar troop rode forward to meet them. The hoofbeats grew louder as the troops closed in on each other. Then came the command to attack. The men began to fight savagely and wildly. For hours the fighting continued. Then, as suddenly as it began, the battle ended and the troops withdrew to their camps. Dusk began to fall. Night sentries were put on duty. Now and then small battles were waged, but were soon ended. All night long the sentries guarded their certain stations. Then came the dawn of the second day. The troops had been waiting restlessly all through the night and now they charged with renewed vigor. Then followed the bloodiest and hardest fought battle of the century. Finally the elated victors chased their weary and defeated foe around a bend in the valley into the distance."

State Recreation News Notes

THE CONNECTICUT State Highway Department has developed near Marlborough, Connecticut, a fishing area for crippled war veterans. This area is adjacent to the Black Ledge River on Route 2, only about 500 feet from the new Black Ledge picnic area which the department has also developed. The new fishing spot will be restricted to the use of crippled veterans, and will be provided with benches on the stream banks and other facilities for the comfort of the users. The nearness of the picnic area to the fishing spot should provide many happy hours for veterans and their families.

Working through the Extension Division of the University of Alabama, Dr. T. Earle Johnson, head of the Department of Speech and Dramatics of the College of Arts and Sciences, with his staff of six, provide consultant service in dramatics to high schools throughout the State of Alabama.

Dr. Theodore Kratt, Dean of the School of Music, at the University of Oregon has done much to encourage music appreciation throughout that state. In addition to conducting many music appreciation programs at Portland, he has developed a male chorus, a women's choral group and a junior symphony in the town of Eugene where the University is located, and he has helped many other communities through personal visits to organize music appreciation programs and singing festivals.

The Illinois General Assembly appropriated $3,000,000 last year for a state-wide lake system. Plans are now being developed for the construction of at least 16 conservation lakes in this system to provide for the preservation of wildlife, aid to flood and drouth control, and recreation facilities.

Three federal recreation areas embracing a total of 25,391 acres have been turned over to the Missouri State Park System. These tracts originally had been set up by the National Park Service. The only condition imposed by the federal government is that the areas continue to be operated for recreation and park purposes.

The Extension Service of the University of Michigan has announced the addition of William G. Robinson to the staff of the Experimental Program in Adult Education as Assistant in Community Organization. Mr. Robinson is available on request to communities in Michigan for consultation and advice in connection with a number of community problems including community recreation and adult education.

Mrs. Ruth Radir, Assistant State 4-H Club Agent in Washington, who specializes in health and recreation, is doing leader training work in recreation in various counties in that state. She is holding a series of meetings with farm men and women, the volunteer leaders of the 4-H clubs. These groups often include older club youth and leaders of other youth organizations such as the Juvenile Grange, Boy and Girl Scouts, and Campfire Girls. Emphasis in all of these meetings is on the development of leadership ability for use with small club groups at county camps and at picnics and rallies.

In response to specific questions the New York State Department of Audit and Control has given its opinion that a recreation project of a New York town or village may receive state aid through the New York State Youth Commission, if the project is operated jointly by the town or village and a school district pursuant to Article 13 of the General Municipal Law. The department suggests that in the event of such operation liability insurance should cover both the town or village and the school district.

(The complete text of the opinion appears in the October, 1946, issue of *Town Clerks Topics,* published by the Association of Towns, Hotel Ten Eyck, Albany, New York.)

The Association of the State Foresters, at their annual convention in Centre Lovell, Maine, last October, elected the following officers:

Ralph F. Wilcox, Indiana, president; J. M. Stauffer, Alabama, vice-president; Raymond E. Rendall, Maine, secretary-treasurer; R. Lynn Emerick, Pennsylvania, and T. S. Goodyear, Washington, members of the executive committee. Outgoing officers were Mr. Goodyear, president; J. F. Taylor, Maryland, vice-president; George O. White, Missouri, secretary-treasurer; Perry H. Merrill, Vermont, and Fred H. Lang, Arkansas, members of the executive committee.

The Texas Highway Department operated, in

the summer of 1946, four border information stations at which tourists visiting the state received a free copy of the Texas highway map, a list of tourist's courts, and a list of state parks.

Sixty Years of Neighborhood Centers

On October 28, 1946 the University Settlement of New York City celebrated its 60th year by a special dinner in which the National Federation of Settlements united also.

The University Settlement had a very considerable part in developing other community work of great value in New York City and many leaders in the City and in the nation have had a part in the work of the University Settlement through the years.

The municipal recreation center movement owes much to the leadership of David Blaustein, Lillian Wald, Gaylord White, Mary K. Simkhovitch, Robert Woods, Jane Addams, Mary E. McDowell, Graham Taylor, George A. Bellamy, Eva W. White and other settlement leaders.

Folk Camp

(Continued from page 541)

costume down to the handmade leis and flowers in the hair. Another new innovation and a successful one, was the Russian dinner which was, perhaps, the most colorful of all. Of course, no camp would be complete without the lavish Swedish smorgasbord with all its many colors and dishes. The chief cook, veteran of all 10 camps, and her crew of four farm women swung easily from Kotbollar to sirniki. The opening night dinner, complete with candles and Latin music, was Mexican and started camp off on a gay note. Folk dancers use up lots of energy and the Swiss, American and Italian snacks near midnight were happily welcomed by the exhausted campers. Truly good food at the right time is as much an aid to good fellowship as the right song on the right occasion.

Results

Those who have long since decided that folk activities are "tops" in recreation value, in teaching good fellowship and good will, in teaching tolerance and cooperation, will not be surprised to know that during the past three camps, we have felt free to invite Negroes to join us in our group, though it took several years to arrive at that point.

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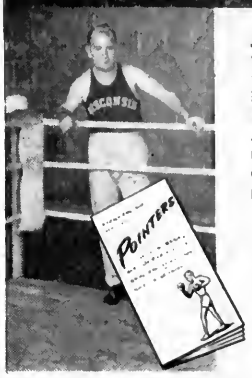

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We have made a practice in recent years of sitting down to evaluate just how important the work of recreation leaders can be in club work and in teaching citizenship. It has been very gratifying to note the change in attitude sometimes wrought by the experiences at camp.

It is not enough to come to such a gathering for pure fun—though, as always, that plays a major part; nor is it enough to learn some new techinques of leadership, or add a new series of songs and dances and crafts to one's repertoire. To feel genuine satisfaction in return for the energy spent in making such a camp possible, it is necessary to know that somewhere in the group a prejudice was mellowed, a conviction formed, or an understanding created, and that somehow you've contributed a little to making this sad world a healthier and happier place in which to live.

A New-Old Game

(Continued from page 521)

ing of ten double squares marked with arrows giving the directions of the move. Each player has a Pharaoh and four Egyptian pegs. He moves all these pieces in accordance with the throw of the dice. The winner must show skill in maneuvering the five pieces for maximum protection to his own pieces and maximum peril to his opponents. The Pharaohs have special privileges. They may pass all pegs and move in and out of the Senet row. Captured Pharaohs count 25 points. Captured pegs count 10. If all the opponent's pegs are captured without loss of any of the winner's pegs, the score is doubled.

Launching

The new-old game had a very special send-off as its introduction to the world. It was launched

in the Egyptian room of the Metropolitan Museum of Art. Here were set up in show cases ancient Senet boards and pieces. Here were wall paintings from tombs built 5,000 years ago showing Nile dwellers playing the game. And here very modern men and women using a modern board and modern pieces sat down to play at Senet and in so doing to touch, in a measure, the lives and interests of those painted players on the walls. For anyone with a sense of the timelessness of life there must have been special pleasure in that experience—special pleasure and a quality almost like awe at the realization of how little men differ in their fundamental interests and needs. For the need to recreate satisfaction in living through relaxation and good company is a general need to man, not limited to one time or one country.

Preschoolers

(Continued from page 528)

fortable sofas and chairs and a few tables. Mothers volunteer to assist during any absences of the directors.

The Christmas party is usually the most successful. Last year's party turned out to be a riot when Santa's pillow fell, but few children lost faith in the character. He appeared in the midst of singing around the Christmas tree. His bells on wrist and ankles were heard before he approached the door. Several of the youngsters were frightened until he shook hands with a few of them and began to distribute gifts and candy to them. The candy was bought by the department and the books and games were donated by a local printing concern.

The program for the Halloween party includes an extended play period, cutouts of witches and Jack-o'-lanterns. It concludes with a parade of real pumpkin lanterns and the distribution of Halloween favors and candy.

Another holiday which allows for celebration is Valentine's Day, with appropriate cutouts and stories for the occasion. Children help to make a Valentine box from which comes a small valentine for each child before he goes home.

Stories for story hour are selected by the director of the children's library. One day a week, a half hour is set aside for the children to check out books on a personal card. Books most popular include *Snipp, Snapp and Snurr* and the *Nicodemus* series. Another favorite is *The Little Engine That Could.*

The drawing period also includes cutting, clay modeling, finger painting, and spatter painting. Youngsters are encouraged to express their interpretation of the stories on paper. Occasionally the children are given simple mimeograph stencils to color and cut out. Children bring aprons from home to wear whenever clay modeling or finger painting is on the program.

During the free play period the children line up to help themselves to a great selection of toys, especially constructed to develop the imagination and teach coordination. Equipment of this type was at first very limited, consisting of a few toys constructed by the W.P.A. workers. Now the children may choose from numerous well-constructed toys which include such famous makes as Hogate and Playskools. The favorite table toy enjoyed by the children is one of the Judy puzzles. The children delight in taking the puzzles apart and seeing the colors and pieces take shape again. Contrary to the belief that a child this age lacks patience, the children will stand in line the whole play period to be awarded two swings on the ever popular rocking horse. Whenever a new toy is added to the collection, a demonstration is presented to give the proper use and care of the article. We discovered that this was necessary after one of the four-year-olds caught her index finger in the hole of a Nok-out-bench. These demonstrations are repeated as the memory span of a preschool child is short and care of other peoples' property must be stressed.

At all times children are taught the small courtesies which are so important in group participation. Many of these principles are patterned after Munro Leaf's book *Manners Can Be Fun* which is introduced during story hour once a month.

Inter-civic Club Recreation Jamboree

(Continued from page 544)

room and maintain it throughout the evening. An equipment cage attendant should be on hand to furnish towel and soap and other equipment to all who desire it. The swimming pool should have an attendant ready at all times for those who enjoy a short swim. A special committee should be on hand early in the evening near the entrance to make everyone welcome, and to show them where to find the various competitive areas. Quiet rooms should be set aside for games like checkers, cribbage, and bridge, well away from the noise and confusion of the noisier activities.

Special Features of the Program

A buffet luncheon can be served at the conclusion of the volley ball competition. Tables that have been used for bridge, cribbage, checkers, and table tennis can be rearranged in "night-club" order. Special program stunts or features can be worked in briefly during the luncheon, but care should be exercised not to have too much in the way of entertainment, since the evening will be long. The announcer should utilize this time in announcing the champions and giving other comments of interest. Comic or humorous prizes might be considered at this time. Group singing lends itself perfectly to the remaining minutes, while older men start for home and the younger set lingers on. Barber shop harmony will predominate and create a perfect ending to an interesting and different program for your community.

Conclusion

The director who is willing to try out this plan will find enough work connected with it to keep him busy for two days, but every minute of it will pay big dividends in community appreciation of your program, future cooperation and good will, and genuine mental hygiene and relaxation for a large cross section of your community which needs it most. It is a project well worth the effort. The aftermath of the winter recreation Jamboree described here might well be a spring or summer golf and horseshoe tournament, followed by dinner. These two events can be easily organized and the clubs will welcome this feature of their year's activity.

Discover Your Neighbors!

(Continued from page 526)

tonight. Come over and eat with us." We can do this informally and easily because we do it on the basis of family sharing without any thought of conventional entertaining. It makes life very interesting.

Only a year of this kind of sharing has passed and already we recognize that certain very important things are happening to us. In this amazingly short time, we have come to *know* one another on more than just speaking terms. We know one another's homes and interests.

We find that we cannot share one another's good times and joys without sharing one another's problems and sorrows as well. When we have baked pancakes and washed dishes in someone else's kitchen, we feel very much at home. In time of sickness or trouble it's natural to go into that home and be of real service. Moreover, we have become sincerely interested in one another. We cannot help feeling that this community spirit we are developing is a very valuable thing and we want it to keep growing. When some members of our group are having difficulty, it is important to the rest of us and we automatically combine forces to get them back on their feet again.

Good times, we now know, are not limited to people of common interests or of one particular age group. The family is the pattern for living and a family includes all ages. There are wholesome activities that can include everyone. Two-year-olds and grandfathers are part of our fun, and nobody thinks either is in the way. One neighbor said, "This is the first time since we've been married that we ever did anything together as a family."

This recreation is our own. Since we have experienced it, we cannot be satisfied to pay someone to entertain us, as we used to. To go to a movie for a few hours and come out feeling as dull as we went in, doesn't appeal to us very much any more.

Most important to us is the effect on our children. They have developed in ways we could not have imagined. They, too, are learning to live together. They are also learning to create their own entertainment. They have discovered songs, dances, games that they carry over into school, church and all their larger group life. If we continue our recreation activity I do not think that our community will be much troubled by juvenile delinquency—there are too many fascinating, wholesome interests just waiting to be explored.

And finally, we are learning this great truth: People were meant to live *together*. Life is a pretty

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lonely and depressing business if we confine ourselves to our own family circles. It is very wonderful, new and thrilling if we widen our circles. We think that we are helping build a peace; for if we can make a family of our own neighborhood, we are full of hope that there *can* be a family of nations!

Fourteen and Under

(Continued from page 518)

ball and were happy to work with the playground supervisor assigned to the center. By using the overabundance of volunteer workers, the supervisor was able to divide his group (which averaged about 50 to a center) into smaller and more workable outfits each having a volunteer father in charge and cooperating with the supervisor. One dad sized up the clinics in this manner, "I came to see my boy have fun and I've had more fun than any kid here, helping out."

As is always the case when a good program gets under way, the news of it travels fast. Such was the case with the Jefferson County football clinics. The result was a telephone call from Dr. Elwood Craig Davis, Athletic Director of the University of Louisville. Dr. Davis had heard of the work being done out in the county with the little fellows and wanted to put them on between halves of the University of Louisville-Wittenberg College game. Not only did this give the little chaps a chance to show the fans exactly what went on in the county on Saturday mornings, but it also demonstrated to the public that wholesome recreation is the answer to a lot of our youth problems.

Demonstration

If everybody in the country, who is interested in recreation, could have seen those boys playing in Parkway Field, the home of the Louisville Colonels, there would have been no doubt that, properly supervised, football has lots of recreation value. Three hundred and two boys, representing 14 centers, took their respective places on the field. One group was punting, another place kicking, while still others were taking calisthenics and demonstrating ball handling. Then, at the sound of a whistle blown by the assistant supervisor of county recreation, the youngsters changed routines and took up other phases learned in the clinics.

People who had come to see the University of Louisville play Wittenberg went home talking about the 302 country kids who had demonstrated recreation-in-action between halves. Dr. Davis had only one word for this program of the Jefferson County Playground and Recreation Board, "wonderful." The football clinics follow the general pattern of the established recreation policy of Jefferson County. Programs are set up in numerous communities and then the entire county is drawn together with county-wide events. This has a tendency to make Jefferson County neighborly, inasmuch as people who never would have known each other become fast friends after meeting at one of the county-wide recreation events.

While only one phase of the program of the Jefferson County Playground and Recreation Board was dealt with in this story, it is well to point out that the program is both full and wholesome, providing every type of recreation activity for boys, girls and adults of all ages. Come on down to Jefferson County and see the winter program as it gathers steam. The schedule calls for square dances, boxing tournaments, song fests and caroling, a hockey tournament for girls, dramatics, teen-age clubs, nursery recreation, arts, crafts, workshops, folk dancing and athletics. You can have a lot of fun in Jefferson County.

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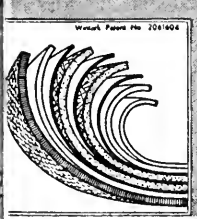

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New Publications in the Leisure Time Field

Small Communities in Action

By Jean and Jess Ogden. Harper and Brothers, New York. $3.00.

IT IS GOOD TO FIND, amid the current gloom and shades of pessimism, a *positive* book. Such a book is *Small Communities in Action,* for its recounts no dream of fair futures but realities of here and now. These stories of "experimental approaches to democratic living that are being tried effectively in various communities" are evidence that the traditional American approach to problems of everyday living, bewailed by the faithearted as forever gone, is very much alive, very active in such programs as these "citizen programs at work."

Although every bit of the book is of vital import to recreation workers, Part IV, "Living a More Abundant Life," especially concerned with recreation. It deals with citizen programs developed in the recreation field.

The other parts of the book discuss economics, health and social welfare, citizenship and publicity. The final chapter is a hopeful challenge to all communities everywhere. It is titled "The Community That Can Do It." "We are setting down," say the Ogdens at the beginning of this chapter, "a few conclusions which we insist are tentative. . . . The *direction* alone is fixed. It is the direction of democracy. In fact we suggest (tentatively) that democracy is a direction—the direction that leads everyone to the realization of his potentialities—the direction of the good life and the good cummonity."

Youth Serves the Community

Community Chests and Councils of America, Inc., 155 East 44th Street, New York 17, N. Y. $.50.

THIS IS THE TITLE of a very effectively prepared manual for the organization of student volunteer service in secondary schools. Although this manual is designed primarily for the organization of high school students to serve agencies which are members of local community chests and councils of social agencies, there is a great deal of material in it of value to public recreation departments and others considering the organization of youth volunteers as assistants in their local programs.

Music for Your Child

By William Krevit. Dodd Mead & Co., New York. $2.50.

THIS LITTLE BOOK contains as its subtitle indicates, stimulating and useful advice for parents. It discusses mainly questions connected with individual instruction which often perplex mothers and fathers, such as when to start lessons, how to select the music teacher, and the conditions necessary for beneficial practice periods. Some of its material, however, like its suggestions in regard to choice of instrument to learn, and recommended reading lists, is equally useful for those concerned with any aspect of children's development, especially children with musical aptitude. Included in the book also are classified lists of phonograph records, illustrating the history of music and its leading forms.

Physical Education

By George K. McKechnie. Bellman Publishing Company, Inc., Boston, Massachusetts. $.75.

PHYSICAL EDUCATION is number 68 in the list of Vocational and Professional Monographs published by the Bellman Company. Its author is Dean of Boston University College of Physical Education for Women, Sargent College. The monograph discusses qualifications and training necessary to a career in physical education and the advantages and disadvantages of the vocation. In addition it analyzes employment opportunities and lists colleges, universities and professional schools where training may be secured in the United States.

The Last of Life

THE BEST YEARS, by Walter B. Pitkin. Currrent Books, Inc., New York. $2.00.

CREATIVE OLD AGE, by Clare de Grouchy. Old Age Counselling Center, San Francisco. $2.75.

THE INCREASING INTEREST in the elderly and concern for them is finding expression in printed matter. Here are two books which approach the subject of old age from two different points of view.

The Best Years is, in a sense, a continuation of Walter Pitkin's thinking as enunciated 14 years ago in *Life Begins at Forty,* but "events have outrun the prophet." In his current book he considers age in the light of new developments in science and technology, and projects man into an immediate and happy future made possible by atomic power.

Creative Old Age is a case-history record of the Old Age Counselling Center in San Francisco. The work, the aims, the accomplishments of the center and the need for it are explained through the stories of some of the many older men and women who have passed, with their problems, through its doors.

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RECREATION

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in February 1947

Editorial, by Howard Braucher 569

Recreation in Extension Service U.S.D.A. 571

Recreation in Fish and Wildlife Service. 580

Recreation in the National Forests 587

Inter-Agency Committee on Recreation. 596

Recreation in National Park Service 598

Recreation in U. S. Office of Education .. 615

Services Available Through the National Recreation Association 621

In the June issue of RECREATION were published articles giving part of the information which had been brought together by the National Recreation Association as to what is being done by state government bureaus in the field of recreation.

In this issue is published material on several of the federal agencies making the most important present peacetime contribution to recreation. These articles are limited in length to what could be published in a single monthly issue, and give only a fraction of what is recorded.

An effort has been made to print the most significant facts on what these agencies are doing, without burdening the reader wtih a mass of statistics on the details of the mechanics, financial operations and other behind-the-scene activities which make these services effective.

Both the articles on state government recreation and federal recreation are parts of a longer, more comprehensive study of what is available in recreation today, what is needed and desired that is not now available. The place of the federal government in recreation cannot well be faced without consideration of what is available in the locality, in the county, in the states. One cannot well face what is needed without listing what now is being done.

Perhaps no movement in modern times has had a more steady and rapid development than the recreation movement during the last forty years. Yet those who know the movement best, know that what has happened is nothing compared to what will happen in the next forty years, and facts are needed to give a basis for wise long-time planning that shall have no other purpose than what is best for the men, women and children of America.

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The Federal Government in Peacetime Recreation

EVEN those who know most about recreation may well be surprised at the extent of what is being done now by our Federal Government. Not much has been done in recent years to tell the story.

Rural and Small Communities

Several federal agencies long established have a clear record of valuable service to local communities through state government bureaus.

The Extension Service of the United States Department of Agriculture has maintained a recreation program of a very high order. This Service is carried on cooperatively by the federal, state and local governments and the rural people. Great emphasis is placed on helping rural people appraise their recreation needs and, themselves, organize to meet them. The development of recreation and leisure time programs always has been recognized as one of the pressing needs of rural people.

In 1945 Extension helped 26,000 rural communities improve their recreation facilities. It also aided 35,000 communities in planning and carrying forward a comprehensive recreation and community life program. Close to 6,000 communities were assisted in improving their library facilities. To give leadership to this recreation work, Extension gave 68,496 man days in 1945 and trained over 100,000 voluntary recreation leaders. Conferences of rural ministers have been held to assist with the organization of rural and small community recreation.

In addition to these rural community recreation programs, all Extension sponsored 4-H and home demonstration programs emphasize recreation and the need for constructive use of leisure time.

Congress supports Extension through an annual appropriation of over twenty-eight million dollars, with very substantial increases over a period of years. This far-reaching recreation program as sponsored by Extension picks up momentum each year. It goes on without much recognition and publicity.

Much has been said and written about the utter neglect and need for developing recreation programs for rural communities but few know the facts and recognize the great work now being done by this one agency—Extension.

Schools

Much of preparation for wise use of leisure and the training in fundamental skills for recreation activities throughout life must be given in the schools — public and parochial. The United States Government has established a United States Office of Education which already works on this problem and is ready to do more. This Office of Education is and probably will continue to be the designated federal agency to work with the state government school bureaus.

Parks

For years from the days of Stephen T. Mather the National Park Service has had an outstanding enviable reputation. Congressional legislation has directed this agency not only to administer national parks but also to give certain definite service to state government park groups and others. The parks in localities have a large part to play in recreation which no one can take away from them. Their place is established. Various state park bureaus have reported the help they have been receiving from the National Park Service and the extent to which they look to it for leadership.

Forests

Much could be said about the local community forests, the state forestry bureaus and the way these state bureaus look to the United States Forestry Service for leadership.

Fish and Wildlife

Already state groups serve localities with reference to fish and wildlife and have their federal Fish and Wildlife Service to which they turn for leadership.

Federal Inter-Agency Committee on Recreation

The long established federal bureaus active in recreation, not satisfied with what they are now doing and planning to do, have banded together in a self-organized, self-planned cooperative undertaking to put united power behind what is being done, to study the whole picture, to see what the gaps are, to try to determine what further needs to be done. A tried, experienced, trained local recreation superintendent known to the entire recreation field as an effective worker has been chosen as their full-time executive. This Federal Inter-Agency Committee on Recreation has made it clear that it does not desire to duplicate or take over the work of any existing agency, public or private.

Secretary of the Interior, Hon. J. A. Krug, has well said the attitude must not be restrictive, defensive, but constructive, forward looking, ready with courage to face what needs to be done.

Budget Bureau

The Bureau of the Budget has given clearance to this program of cooperative federal leadership as "being in accord with the plans of the President of the United States."

Certain other inter-agency committees have developed sizable cooperative programs as they have discovered special projects which needed to be carried on which could not as well be carried on by any one existing group. It is reported that one such inter-agency committee has a budget of about $260,000.

Roots

What is developed by representatives of such established groups with long experience is apt to have roots, to be built on knowledge of what can wisely be done in working through state groups. These federal bureaus are accustomed to working with the state government bureaus in the same fields, and in general with few exceptions the four National Recreation Association field men working with state leaders have found the heads of state bureaus happy over these relationships. These relationships are established and recognized and there has been no thought of suggesting any change.

Present Work Effective

Many know the long established federal bureaus that work in the recreation field, know that they have deep, strong roots, the result of years of growth. The criticisms that have been made against many of the federal bureaus have not much been leveled at these particular agencies. Many know the fine spirit in which the workers in these agencies approach their tasks. No one has suggested that workers in the best private agencies have a finer spirit.

Study Continuing

The National Recreation Association is continuing its study of the needs of the recreation movement in this country. Despite the fact that the National Recreation Association has worked with these bureaus for years and has spent hundreds of thousands of dollars on special projects requested by certain of them, the Association has recently expended several thousand dollars in studying the work of these federal bureaus and their present plans, and as a result of the study so far wishes to bear testimony as to the apparent present general value of the work as far as it now goes, the fine spirit in which the work is carried on, the willingness to cooperate, the readiness to face new needs. Of course no agencies are one hundred percent in effectiveness.

There is no question that the bureaus reported on in this issue have the machinery and the equipment to do much more, that their past record of achievement justifies confidence and the giving of increased resources for the extension of their present work. Undoubtedly they do need to listen to suggestions as to additional work which the American people desire.

Citizens of the United States can well be proud of what their national government is now doing in recreation through these bureaus, but still larger tasks are open to them for the future.

HOWARD BRAUCHER.

Recreation in Extension Service U. S. Department of Agriculture

RELATIVELY FEW PEOPLE who live in our large cities fully understand what is meant by the Cooperative Extension Service as it is established in the United States Department of Agriculture. Many recreation executives and most recreation workers do not appreciate the vast amount of recreation promoted by this gigantic organization for many of the 14,338,240 families that make up rural America!

Extension work, as it is officially named, is designed to improve agriculture, homemaking and rural life in general through an educational program mutually agreed upon by government and the people themselves. Millions of Americans receive very little formal education and Extension Service reaches thousands of these people who work and live in rural America.

U.S.D.A. Extension Service Photo

4-H Club camp

Extension—A Flexible Broad Program

The director of Extension Service, M. L. Wilson, has stated in *Thirty Years of Extension Work* that ". . . extension work has had a high degree of flexibility in adapting itself to the needs and problems of local people. The work was begun primarily to help farmers help themselves in the realization of their practical needs." He goes on to point out how the program has broadened and how it has become recognized all over the world "as a force that plays an important part in shaping the cultural directions, material progress, and the personal destiny of millions of our rural people."

Because recreation and sociability are among the requirements of normal living, it is only natural that they have been a part of local extension programs and meetings from the beginning of the Extension Service. This is especially true of 4-H Club and home demonstration work.

The Three Main Types of Extension Service Work

The Extension Service carries on work in three main fields of interest: (a) agriculture for farmers (b) home economics for rural women, and (c) 4-H Club work for rural boys and girls. As stated in a recent bulletin: "Extension Service makes the results of Department research and service for practical farm application available to farmers, in cooperation with State agricultural colleges, through grants-in-aid and other means; coordinates the cooperative extension work of the Department and the colleges in agriculture and home economics including county agent, home demonstration, and 4-H Club work; carries on general educational work relative to food production and conservation; is responsible for functions relating to intra-state recruitment and placement of farm labor; establishes county committees to render advisory assistance to veterans and others wishing to engage in agricultural pursuits."

Extension is organized on the federal level, the state level and the county level to assist in these three fields of interest.

The Extent of Program Influence

In the 70,044 rural communities that reported in 1944, 7,435,781 rural families were influenced by some phase of extension work. While extension services are primarily thought of as being established for rural people, urban people may find them available in several ways. The radio, press, magazines and newspapers bring the latest developments in homemaking and farming to all Americans. Bulletins on agricultural and homemaking subjects may be had by calling at any County Extension Service office.

In villages and towns under 2,500 population, extension services are often given through homemaking and 4-H Club activities, sometimes supplemented with a victory garden and a poultry raising emphasis. The only limitation upon such services is lack of funds, personnel and time. The initiative in establishing new services in new communities comes from the community desiring such services.

Recreation in Extension Work

Recreation activities carried on by rural people through their participation in extension work include such things as folk games and dancing, drama, choral groups and community singing, handcrafts, athletics, camping, family recreation, wildlife study, and reading; the development of county or community recreation centers is encouraged by extension officials and several other types of recreation facilities are installed for the benefit of all the people. Some of these activities are carried on as special extension projects. Recreation and sociability permeate many of the other regular activities of the programs through the community suppers, singing, athletics and other festivities that in many counties go along with annual meetings, picnics, fairs, and the like.

The role of Extension Service in recreation is primarily in the fields of organization and leadership training. About 18 states now have full-time recreation specialists on their state extension staffs, and a number of other states have workers who devote part of their time to recreation organization and leadership training. The main job of these full and part-time recreation specialists is to lead rural people to an appreciation of recreation and help them wisely use increasing leisure time, to help state and county extension workers include recreation in their regular extension projects and club programs, and to help rural people develop recreation opportunities and facilities in their own counties and communities. The specialists accomplish this latter objective by helping local leaders and groups appraise their own local recreational needs and resources—and work out projects and facilities for meeting their needs. The specialists also help by holding training meetings or institutes where 4-H Club leaders, school teachers, ministers, and recreation chairmen of local groups can go to learn how to conduct games and develop recreation projects for their own local organizations.

Recreational Accomplishments via Statistics

To give the reader some appreciation of the large recreation programs involved in Extension Service, certain statistical information will be considered. These statistics are partly taken from *Extension Activities and Accomplishments in 1944*. They give some idea of the number of facilities and communities assisted in their recreation programs. When reading these statistics it should be remembered that home demonstration agents, agricultural agents, 4-H Club agents, all their assistant agents, and many adult and youthful volunteer leaders working together made these accomplishments possible. So much of the good work done in Extension Service is the result of harmonious teamwork on the part of the paid staff working with volunteers that it would be most difficult to segregate and list exactly which accomplishment should be credited to 4-H agents and their staff or to home demonstration agents and their staff members—so no such attempt is made. Some 1945 figures are added to the 1944 report, but no indication of the number of counties reporting in 1945 is included. There are over 3,000 counties in the United States.

Recreation and Community Life	Number 1944	Counties Reporting 1944	Number 1945
Number of families assisted in improving home recreation	433,559	1,860	451,280
Number of communities assisted in improving community recreational facilities	28,290	1,663	26,372
Number of community groups assisted with organizational problems, programs of activities, or meeting programs	44,818	1,917	42,018
Number of communities assisted in establishing:			
Club or Community House	906	369	967
Permanent Camp	259	60	296
Community Rest Rooms	355	92	456
Number of communities assisted in providing library facilities	4,920	627	5,739
Number of school or other community grounds improved	5,924	736	6,673

County Agents Emphasize Recreation

As stated before, extension work is carried on in approved projects. In 1944, 2,053 of the 3,000 counties reported that agents devoted 57,903 days, and state workers 3,034 days to recreation and community life projects. This work was conducted in 34,603 communities by 92,414 voluntary local leaders or committeemen who assisted. These formal projects do not give a clear idea of the amount of recreation enjoyed in extension activities since so much of the fun and recreation comes more than incidentally, at meetings, camps and at other places entirely outside the formal recreation projects.

Volunteer Leadership

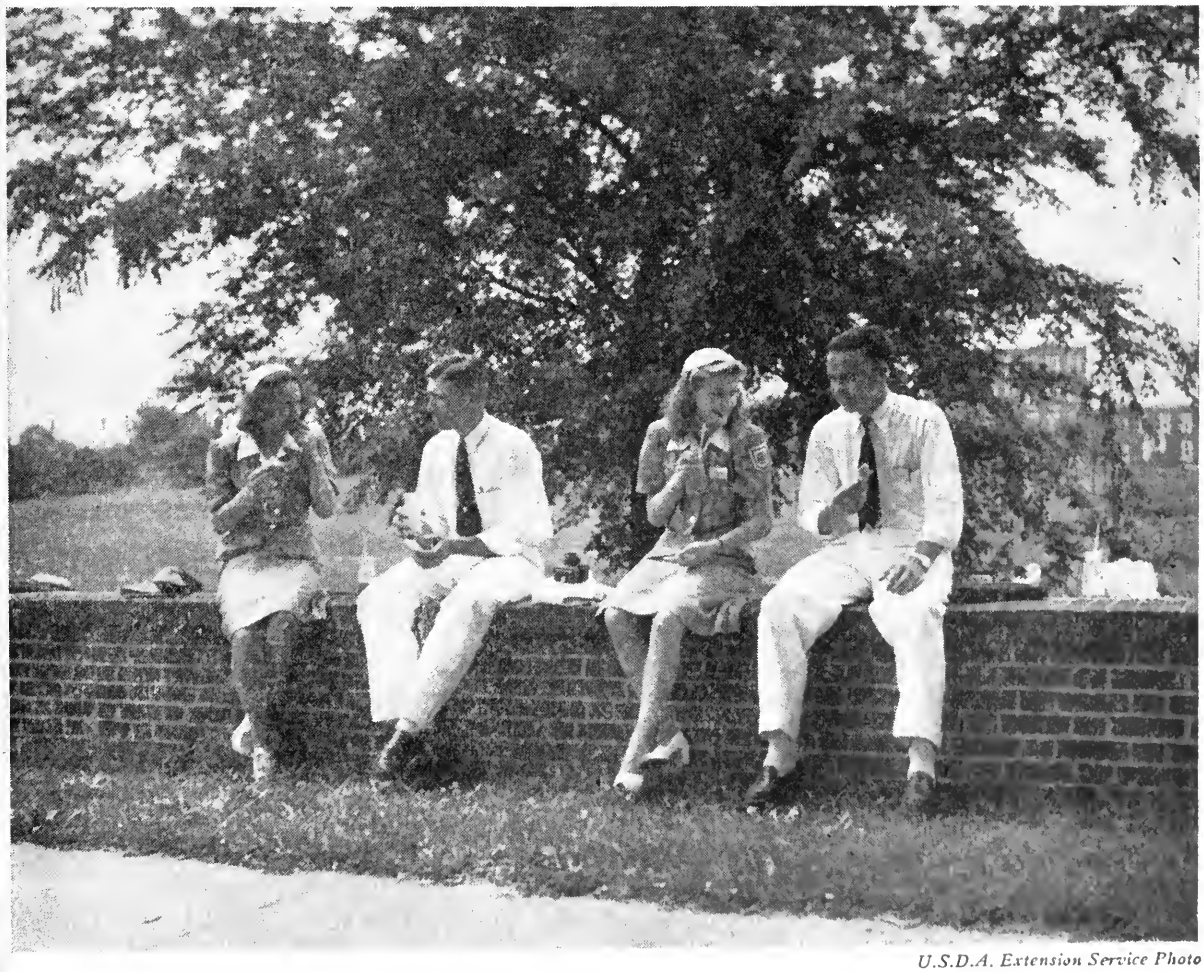
Under the supervision of the county agent or his assistant, local community volunteer leaders have charge of extension projects. In 1944, over 1,100,000 volunteer workers devoted some time regularly to extension work across the country.

To give the reader an idea of how dependent extension programs are upon the work of volunteers, we need only to note that youth are led in their 4-H Club activities by 167,623 of these volunteer leaders chosen for their interest, tolerance, patience and ability in leading young people. The better leaders are devoted to their opportunities; they cleverly and adroitly lead youth into greater loyalties for the worthy values in life, moral principles and spiritual ideals.

Training Volunteers Heavy Staff Responsibility

Since Extension Service at the family and neighborhood level has to depend entirely upon volunteer leaders, much of the extension literature and many of the *Extension Service Review* articles discuss the many ways and means of training that leadership. Voluntary leaders are given training in all kinds of subject matter; lessons in the fields of animal husbandry, crops, homemaking and recreation, and then they take these lessons back to the people in their own neighborhoods and communities. The burden of training these million farmers, women and older youth as leaders falls largely upon the county agents, state agents, subject matter specialists and others. They also help to keep the state and county people informed on all the latest practices recommended by educational, psychological, economic, and other scientific or professional experts. The National Recreation Association assigned specialists to assist the Department of Agriculture and the State Colleges of Agriculture in the training of 78,628 volunteer leaders over a 14 year period from 1927 to 1941. There were 1,785 training institutes held at 701 centers located in all 48 states. Experts taught music, drama, arts, crafts and social recreation activities among many other subjects covered.

4-H Club members at lunch, University of Indiana campus



U.S.D.A. Extension Service Photo

Organization of 4-H Club Work

Since recreation in extension work falls quite naturally and largely in the programs of the 4-H Club and home demonstration work, it is to these and their recreation activities that we now turn to explain somewhat more fully.

Nature of 4-H Clubs

A 4-H Club is a democratic organization in which the club members organize themselves into a group, elect their own officers, and plan their own local programs of work with the guidance of an adult leader.

Clubs everywhere are urged to provide proper social and recreational features in these programs. Leaders are taught to coach and lead their members—not boss them; to set the pace—not just assign tasks; to show how, to inspire and to gain the respect of club members by leading an exemplary life themselves.

Clubs Organized by County Agents

4-H Clubs are organized and conducted under the immediate supervision of the county extension agents who are cooperatively employed by the Department of Agriculture, the State Colleges of Agriculture and the county governments. Some counties have assistant farm or home agents or 4-H Club agents who devote their full time to 4-H work.

4-H Club work gets hold of rural boys and girls while they are young and like to play; their minds are plastic and they accept guidance as needed. The importance of the home is stressed in their education and they develop rural leadership and learn how to work with others; they are taught how to do helpful things and in their play to demonstrate the qualities of good sportsmanship.

4-H Club Memberships and Meetings

Memberships Show Growth

In 1945 there were 701,531 boys and 889,067 girls 10 to 20 years of age, for a total of 1,590,598 enrolled in 4-H Clubs throughout the United States, Puerto Rico and the territories of Alaska and Hawaii. Today, there are 1,700,000 4-H members. There are 10,000,000 former 4-H Club members and during the war 1,000,000 with 4-H training were in the armed forces. There are between 12,000,000 and 13,000,000 rural boys and girls of club age in the United States. According to Chief of Extension Service M. L. Wilson, there are about 320,000 youths between the ages of 15 and 20 in the 4-H Clubs alone—"which represents the largest number of older young people belonging to any organization in this country." The national goal for 4-H Club membership has been set at 3,200,000 by 1950.

Youths' Urge to Play Recognized

Whenever a group of boys or girls get together for any purpose, those experienced in dealing with them know how short is the "fixed" attention span. They also know wherever formal learning situations are set up there must be frequent respite from tensions that develop. This relief is most easily found in play of some sort. Recreation is more than incidental in 4-H camp life; it is one of the main issues.

Wide Scope of Recreation

In scanning the attractive 4-H Club literature from the various states, the reader will be amazed to note the scope of recreation activities recommended to clubs and no doubt used in many communities. One state names archery, badminton, dancing, newcomb, soccer, speedball, swimming, tennis and volley ball as being fine activities for their 4-H Clubs. Dramatics and pageants are frequently mentioned in the state literature. Plays are often based on homemaking and agricultural practices though not always. Club members find many opportunities for self-expression and creative thinking and invention.

Nature Study Interests

As would be expected, leaders capitalize upon the rural environment to teach rural youth the habits of wildlife. Boys and girls learn the ways wild birds and animals live and behave. They are taught to love the worthy ones and respect them as friends and to understand their place in their agricultural world. Many clubs have developed interesting nature trails which vary widely in contour and length. Nearly 100,000 farmers are assisted each year by Extension Service in making improvements for wildlife.

As the eyes of youth are trained to observe and appreciate the beauty of wild flowers, trees and shrubs in their own and other neighborhoods, 4-H nature study hikes are commonly scheduled everywhere. Through these trips and studies, lessons in conservation can be effectively taught. Approximately 90,000 farmers are assisted each year in reforesting new areas, which helps to bring nature study close to the home.

In 1944, 16,817 boys and 13,332 girls were enrolled in wildlife and nature study projects and 10,650 boys and 2,484 girls were enrolled in forestry projects. These enrollees were in addition to the thousands who incidentally observed and studied in this same general field. Also of 2,146

counties reporting in 1944, agents devoted 14,791 days and state workers 2,851 days to forestry projects in 18,581 communities where 23,192 voluntary local leaders or committeemen assisted. Over 9,000 communities conducted wildlife conservation projects during the same year.

U.S.D.A. Extension Service Photo

Extension Service builds healthier children

Recent Recreation Projects Completed

In 1944, 138,924 4-H members had definite training in recreation leadership projects; 140,054 in music appreciation projects, and 538,101 in health projects—just to mention a few. There were 33,341 other club members engaged in community activities such as improving school grounds and conducting local fairs. As previously stated, other thousands of 4-H youth participated in many similar studies and activities though they were not formally registered and counted in formal projects—their activities under these subject headings were the informal, incidental type.

Handcraft

Handcraft is also a popular mode of recreation in the programs of both 4-H Clubs and home demonstration work.

People like to do something besides look at art and craft objects. Much of the Federal Extension Service literature and a large number of the states stress handcraft as a recreational activity in 4-H Club and camp work as well as in home demonstration work and camps. There has been a tremendous resurgence of interest in the arts and crafts since the end of the war. Home demonstration agents and subject matter specialists in crafts teach women to make almost every acceptable type of handcraft article from sewing baskets to hooked rugs. Almost every known kind of handcraft is mentioned somewhere in the literature, such as: woodcraft of all kinds involving the making of everything from scrapbook covers to birdhouses, fly tying, knotting, plaques, weaving, knitting, textile painted articles, clay modeling, leathercraft, toys, games, jewelry craft, rope making, sewing, linoleum belts, art, painting, model aircraft and many others.

Painting

Painting or rural art under the inspiring leadership of John Stuart Curry, recently deceased, has been an especially interesting and challenging extension project for a number of years in Wisconsin. As artist in residence, he sponsored annual state art exhibits to which hundreds of farm people sent their own creative work for display. Many a rural prosaic life was lifted by the beautiful Wisconsin paintings and kindly teachings of John Stuart Curry.

Camping

Camping is fun! It represents the high point of the year for the average healthy boy or girl in a world that is rapidly becoming altogether too artificial and civilization-marred! Well managed 4-H camps from Maine to California provide more than the usual opportunities for getting a little of that outdoor rugged living in a beautiful environment so needed by modern, even rural youth.

Since the war, attendance at camps has increased. Attendance in New York State at county 4-H Club camps, for instance, was 3,760 in 1946 —which is 1,461 more than attended in 1944.

These camps ranged from 10 days to two weeks per camper and attendance was drawn from 45 counties. California operated seven 4-H camps in 1946 which attracted 3,500 boys and girls. One of their best developed and most beautiful camps was held in Whitaker's Forest in Tulare County. Since 1927, 25,000 boys and girls have enjoyed this camp. Many other states held highly successful camps in 1946.

Camps may be for boys alone, girls alone or for mixed groups. A given camp may include all of one age group or mixed ages. Many who attend are away from home for the first time.

Camp life provides many of the socializing influences lost to rural young folks since many rural schools do not offer much in the way of music, drama and playground games. Camps afford youth these experiences and more.

The Extension Service also conducts day camp activities in some states.

Music in 4-H Clubs

"It takes three to make music; one to create, one to perform, one to appreciate!" Extension groups everywhere—adults and youth, are taught to understand good music, to appreciate its cultural values, and to participate in singing and playing. They are taught to enjoy the release from their worldly cares which music brings as they relax and grow under the spell of its social and spiritual significance. As Longfellow once said, "Show me the home wherein music dwells and I will show you a happy, peaceful and contented home." Extension personnel have as one of their main objectives the contentment of rural people.

Nowhere is there demonstrated a more virile interest in music participation than in the 4-H Clubs. There were in 1944, 536,725 homes that had 4-H Club members—homes that were certainly more than exposed to the splendid benefits of the 4-H music program.

4-H music is more than music appreciation and group singing. There are club choruses, bands and orchestras by the dozen in Wisconsin, Iowa, Illinois, New York and many other states. It is a growing program everywhere!

Training Camps for Leaders

When we recall that 4-H Clubs are supervised by volunteer leaders we realize the tremendous importance of training meetings, conferences and camps. Many states conduct district camps for the leadership training of youth. Texas, for example, held seven in the summer of 1946. Training was given in crafts, camp cookery, planning various recreation activities—active and quiet games; folk games; swimming; nature study; and, in one camp, riflery. District camp practices were then adapted to county conditions. In Texas, these district camps were followed up with county camps or rallies in 75 percent of the counties and those receiving training at district camps directed the activities at the county camps with the help of the adult leaders and county agents.

Some camps are organized for the training of adult volunteer leaders in certain states. Ohio and other states have held camps and conferences for planning county and district camps. They train counselors for camp programs and provide helpful institutes for older members and advisors. Virginia, for instance, holds frequent camp leaders' conferences in the spring. Programs to be used in the county camps are developed and tried out. Special programs, music, handcraft and similar activities are not merely discussed, but actually put into practice. Many states hold shorter training courses where ideas and program materials are given for future use on the home grounds.

Recreation for Older Youth

Extension Service has assumed considerable responsibility for directing recreation activities for older youth. In 1946 the Department recognized that only one-eighth of all rural young people 18 to 26 years of age belong to any organized group. In many counties co-educational, rural, older youth groups are organized and members have leadership opportunities in a program that places emphasis on education, recreation and community service topics and programs. During the war years there were fewer members in these groups, yet in 1944 there were 1,183 such groups with 42,346 members. Most of these youth were at one time in 4-H Clubs and most of them are not in school. The great importance of an extension recreation program is better appreciated when we recognize the limited amount of recreational facilities in many rural homes and how many communities provide no recreational attractions to youth other than the movies or a cheap dance hall operated on a commercial basis, often with a bar close at hand.

Among the listed objectives, concern is expressed for the social and spiritual development of youth, the rendering of community service, active participation in community organizations and opportunities for self-expression.

While many states have found it difficult to pro-

U.S.D.A. Extension Service Photo

"Leaders capitalize upon the rural environments"

vide suitable recreation programs for their older youth, Wisconsin developed a special project for older rural youth which recognizes work with this age group as the responsibility of all departments to be coordinated through at least one specially designated state worker and with older rural youth.

The Program of Home Demonstration Work

Homemaking is one of the three main divisions of emphasis in Agricultural Extension work. Of the 3,111 counties in the United States, Puerto Rico, Hawaii and Alaska, 2,017 have home demonstration agents. Between 3,000,000 and 4,000,000 families were influenced by home demonstration workers last year. It would be impossible to know how many other families were indirectly influenced by their Extension Service friends and neighbors!

Objectives List Recreation

Nine objectives are stated for home demonstration agents, and one of these objectives is "to develop an appreciation of the importance of recreation in rural homes and communities." Another aim of home demonstration agents according to Reba Adams, Specialist in Home Industries, is "to develop skills in activities which may become worthwhile hobbies for individuals when they retire from active business or professional life." Many of the other objectives carry implied significance for recreation because this whole program is aimed to assist rural people develop better satisfied, economically sound, better educated and happier families who understand how to use the best scientific methods of running their homes on a practical basis.

A Few Typical Activities

Home demonstration agents urge communities to construct or acquire community clubhouses and then they lead them in developing regular social recreation programs. All agents constantly strive to produce an awareness on the part of each family of their responsibilities to their homes, communities and to the nation. Typical of their work, home demonstration agents assisted 5,924 communities in improving school or other recreation grounds in 1944.

Rural people who are isolated from urban recreation programs need, ask for, and get much help

in the recreation field from the home demonstration and 4-H agents. The agents are constantly encouraging rural people to develop better health practices. This involves consideration of better nutrition, housing, recreation, work environment, and social living. Farm youth need this attention as those between 18 and 19 years old showed the highest selective service rejection for physical, mental or education defects of any occupational group. Forty-one percent of them were rejected as against 25 percent of other groups.

Dr. Seaman A. Knapp, founder of extension work, once admonished extension agents — "Do not go before your people with an elaborate program. Your value lies in not what you can do, but in what you get the other people to do."

How Home Demonstration Contributes to Recreation

Home demonstration personnel contribute to the recreational life of rural people chiefly in the following ways:

By introducing recreational features into appropriate parts of the thousands of small and large group meetings held each year.

By teaching the rural housewife the art of proper relaxation and recreation for herself.

By encouraging and helping families to plan wisely their leisure time and to have recreation within the family even at home.

By organizing and promoting home demonstration camps for rural women.

By helping to promote 4-H Clubs and all youth groups particularly in the large number of counties where no 4-H agents are employed.

By encouraging and assisting home demonstration clubs to develop the recreational needs and resources of their own communities and to work out improvements in the way of facilities, libraries and activities.

Recreation occupies a part of many adult meetings. Often singing, a skit, or a play are scheduled and sometimes a whole meeting is recreational in character. The significance of these facts to recreation is grasped when we note that 43,983,179 people attended cooperative extension meetings during the period 1935 to 1944. While a recreational emphasis runs through much of the program promoted by home demonstration agents, it is very difficult to segregate it, tabulate it, reduce it to a formula or to treat the subject statistically with any degree of finality! However, because it is difficult to segregate this recreation is no reason to doubt its existence or to ignore its importance!

Libraries are promoted by home demonstration staff. Home demonstration workers assisted over 5,000 communities and counties in securing rural libraries and bookmobiles when library facilities were not within reach of their homes last year. Typical is the development reported in a large Montana county where 1,200 families were without library facilities. After a year's hard work by a community committee 10 branch stations were in operation.

Vacation camps for rural women are popular. Outdoor vacation camps give rural women a chance to get away from their home cares, debts and the chickens! Camps of this type sponsored by home demonstration agents since the early twenties have grown in popularity and numbers until today large permanent camps are being established in several states. During the war many camps were not active but since then there has been a great resurgence of interest and activity.

The purpose of these camps is to provide instruction, recreation and rest for rural women. Women who have not been away from home to stay overnight in eight or ten years, get tired of their dull and isolated existence and they look to their demonstration agents often for guidance and counsel in an effort to "get away from it all."

As early as 1927, there were 19,957 women who attended 205 camps in 30 states. Today there are many more camps, though during the war the number was restricted. Camp sites are usually beautifully surrounded—being near streams, lakes, forests and mountains.

Future of Extension Service

What is the future of Extension Service? Funds from the Bankhead-Flannagan Act will do much to increase the number of paid employees so greatly needed. Eighty-nine percent of these new millions of dollars will be spent for new county extension agents. When Congress held its hearings on this bill, much was presented to show a desire to expand 4-H Club work and work with the older out-of-school youth. Many of the new agents being employed will therefore be assigned to youth work. About 32 percent of all the time of all present extension workers is being spent on 4-H Club work and work with youth groups.

The Future Youth Work and 4-H Clubs

The future looks good for greatly expanding all youth work. In the future many more rural communities will find an increase in recreation facilities as well as an increase in paid personnel. These

additions will make it possible to accomplish more easily one of the aims of Extension Service in making more families healthy, contented, happy and well adjusted.

During the past year, a committee of state, county and national 4-H leaders has been working on the 4-H Club program of the future. Recently 10 guideposts established by this committee were published in the February 1946 issue of the *Extension Service Review* and offered to clubs throughout this country as follows: "To help prepare tomorrow's citizens, physically, mentally, and spiritually, 4-H Club work provides opportunities for voluntary participation in programs, built on needs and interest, through which youth are: (1) Developing talents for greater usefulness; (2) joining with friends for work, fun, and fellowship; (3) learning to live in a changing world; (4) choosing a way to earn a living; (5) producing food and fiber for home and market; (6) creating better homes for better living; (7) conserving nature's resources for security and happiness; (8) building health for a strong America; (9) sharing responsibilities for community improvement; and (10) serving as citizens in maintaining world peace."

Recreation Wins Recognition

As stated earlier in this article, Extension Service was not established primarily to promote a recreation program for rural people. It was originally established to train rural folks to become better farmers and more efficient homemakers. Over the years, times have changed, people have changed and philosophies have kept pace with these changes. In the early days of the Service, recreation, while not tabooed, was suppressed, held down and de-emphasized. Today Extension Service personnel promote recreation for adults and youth at every appropriate time and place. Recreation has earned a place for itself in Extension Service. Rural people everywhere are being benefited more and more by recreation activities as extension people work overtime in their enthusiasm to build healthier and happier farmers, homemakers and citizens.

"Joining with friends for work, fun, fellowship"

U.S.D.A. Extension Service Photo

Recreation in Fish and Wildlife Service

IN CONSIDERING the Fish and Wildlife Service of the United States Department of the Interior and the part its program plays in the recreation life of our people, no attempt will be made to describe fully all its diverse activities. That would require several books. Most attention will be given to specific facts that point out direct relationships to recreation or statements that portray implications for sportsmen who are mostly interested in motoring, hiking, camping, fishing and hunting. Viewed from this perspective, it will be seen that Fish and Wildlife Service contributes much to recreation. .

The lure of outdoor life with its streams, lakes, woods, green valleys and rugged mountains, suggests other attractions—trout sizzling in a pan over an open fire, the aroma of a pine forest, the blaze of an evening campfire and the hoot of a lonesome owl!

Fishing and Hunting—America's First Major Sports

Fishing has often been referred to as America's number one sport. Hunting is not far behind in so far as the number of sportsmen is concerned. More than 16,000,000 licenses were sold to anglers and hunters during the past year, and those in a position to know say that these numbers will increase appreciably during the next few years. Americans have always loved the sportsman's out-of-doors type of life. From the pioneer days, the early settlers took great interest in hunting and fishing. At first these sports were pursued eagerly from a point of view of survival, yet the activity continued far beyond the urge of necessity. When General Eisenhower found the war in Europe was about to be successfully terminated, he is quoted as saying: "Let's get this thing over and go fishing!" This remark, no doubt, struck a responsive chord in the hearts of several million service people who inaudibly shared in the thrilling thought. Incidentally, when the war was won, that's exactly what the General did do; he went "fishing!"

Early America—A Sportsman's Paradise

At one time in the early history of our country, there was a great abundance of wild game and fish and smaller fur-bearing animals. In those days conservation was an unknown word as sportsmen fished and hunted to their heart's content. Not until our fish and other wildlife resources were ravished over a period of many years did the American people become interested in doing anything to stop the waste of those once great resources.

Happy Hunting in 2047

When some wildlife species such as the heath hen and the passenger pigeons became extinct and

Canada Geese on Lake Souris Refuge, N. D.

Fish and Wildlife Service Photo

others were reduced in numbers almost to the point of extinction, something had to be done and, as we shall see later, was done. If hunting and fishing are good a hundred or a thousand years from now, those future sportsmen, now unborn, can give credit to the Fish and Wildlife Service because "it planned it that way."

Federal Aid to Wildlife Restoration Fund

The Federal Government shows its interest in the states' program to acquire and maintain refuges in a most practical way. The Pittman Robertson Federal Aid to Wildlife Restoration Act was passed in 1937, and under its terms, the Federal Government may pay a grant to any state which has enacted appropriate legislative measures to promote conservation. When states set up projects to buy lands and improve them, the government may pay to the states 75 percent of the cost of those projects which it approves. Money accumulates in a special government account for this purpose. This account is known as the Federal Aid to Wildlife Restoration Fund. Money comes from an excise tax imposed on firearms, shells, and cartridges. By June 30, 1945, more than $11,000,000 had accumulated in this fund, since wartime shortages made it impractical to spend the money. Congress may authorize expenditures from this fund. Federal apportionments are supplemented by state appropriations which amount to 25 percent of the cost of each project. In the fiscal year ending June 30, 1946, $1,000,000 was appropriated to the states from this fund. Many expansion projects, long since approved, will be started as soon as inhibiting obstacles, such as lack of materials, are removed.

Functions and Activities of the Fish and Wildlife Service

"The central function of the Fish and Wildlife Service is to effect and maintain an equilibrium of our native animal resources that will be most profitable to the most men."* The Service deals with the game and other birds; game, fur, and other land mammals; reptiles and amphibians; commercial and sport fishes and fisheries, including the shrimp, lobster, and shellfish industries; and fur seals, whales and other marine mammals.

The Service correlates and supervises all wildlife restoration activities under the Federal Aid to Wildlife Restoration Act, described later. It provides and maintains refuges as perpetual habitats for wildlife. It conducts studies of the biology and abundance of fishery resources. It propagates food and game fishes to assist in maintaining sport and commercial fishes. In Alaska, the Service regulates and protects the salmon and other commercial fisheries as well as game fishes in interior waters, and administers the fur seal and fox herds on the Pribilof Islands. It provides leadership in curbing the increase and spread of stock-killing wild animals and destructive rodents, furnishes technical advice in the control of injurious birds and noxious fishes, and compiles reports on the various projects and species concerned. The Service gathers and disseminates information and it conducts educational work.

The Federal Government acts for the national interest as a research and advisory agency as it works to help the states. The Service collaborates in the conservation of species shared between the United States and other nations. In waters under Federal jurisdiction and in territories of the United States, the Federal Government exercises regulatory jurisdiction over fishery resources and is responsible for their conservation and full utilization. While the Government has the authority to regulate the fisheries in the territories, it does so only in Alaska.

Facilities for Recreation

The Fish and Wildlife Service contributes much to the recreational enjoyment of people, yet it does not promote a recreation program in the popularly recognized manner. There are 88 refuges, however, where some recreation facilities are installed. North Dakota leads with 10 such refuges, Montana is next with nine, while Arizona, New Mexico and Oregon have five each. These facilities are used by many people. There are areas set aside for recreation where no man-made facilities are provided. Certain fishing and hunting areas are examples. Some areas provide facilities for numerous other recreation opportunities such as camping, hiking, picnicking, canoeing, hunting, nature activities and boating.

Activities Recreational in Character

Many of the refuges provide beautiful scenic environments which often team with migratory waterfowl, other birds, fur and big-game animals which provide camera hunters with much enjoyment. The same environments offer the student of nature excellent flora and fauna exhibits. Vacationists often enjoy the rest and unadulterated relaxation which comes from living out-of-doors in such places where contemplation is the chief ac-

*Ira N. Gabrielson—former Director, Fish and Wildlife Service, Department of Interior—*Annual Report*, 1945.

tivity. The Service conducts routine tours to especially attractive big-game retreats where winter feeding operations may be watched. Occasionally organized groups from nearby cities use refuge areas for recreation purposes. Wichita makes such use of an area. The famous Wichita Easter Pageant is held in the Wichita Refuge, Oklahoma, each year.

Conservation Program

The conservation program of the Fish and Wildlife Service affects the industrial economy of the nation as well as the recreational pleasures of about 40,000,000 people. Ira N. Gabrielson, former Director of the Service, has said that "Conservation, or preservation, as a mere end in itself, is an empty and outmoded philosophy which can have little place in the economy of a progressive people. In order to be worth conserving, resources must be useful; either commercially, recreationally, or aesthetically."

International in Scope

The interests of our Fish and Wildlife authorities in conservation work does not end in the refuges which belong to the Federal Government. The Service works with any group interested in conservation problems. Its interests even transcend international boundary lines as it works cooperatively under treaty arrangements with Canada and Mexico. How it works cooperatively with states, counties and private organizations will be shown elsewhere in this report.

Migratory Waterfowl Protection

Much of the work for the conservation of migratory waterfowl is done in the northern breeding areas where refuges cover millions of acres. The Service also provides huge wintering areas in the deep south where the birds spend six months of their lives each year.

The greater part of the conservation work in this country and Canada is aimed at giving the "babies" a chance to grow up. Man cannot control the weather which kills thousands of downy young nor can he influence very much the breeding conditions in the vast wilderness, tundra and muskeg waters of Northern Canada and Alaska where the bulk of the waterfowl are raised each year. He can, however, improve habitats where waterfowl breed and grow under protective laws. He can control streams, spring run-offs, the amount of water in many marsh areas, and he can and does build dams and create lakes. Improving old habitats and creating new ones are routine procedures as conservation authorities carry out approved projects and constantly work to provide new ones.

Effects of War

The war was directly and indirectly responsible for killing many birds and animals. Oil spread over large water areas played havoc with many birds, for it permeated the feathers and ruined them as waterproof coverings. As a result, thousands of auks, murres, puffins, sea gulls and ducks lost their lives. War camps on jungle islands ruined many useful nesting places. Many coastal islands that had been used as refuges by birds were rendered uninhabitable by frequent bombing practice.

Conservation on Island Waterways

Keeping an ample supply of fish in our streams and lakes is a constant concern of conservationists. As our country has grown, many of the forces of civilization have reacted unfavorably to the best welfare of our fishery resources. The development of airplane travel, the expansion of highways and the increased number of motorists have been factors in depleting our inland waterways.

The development of huge flood control and power projects on inland streams where dams have been built, has created some wonderful new fishing areas like Meade Lake, behind Boulder Dam; yet some dams have cut off huge spawning areas for Pacific Coast salmon. When the Shasta Dam was built in California, conservation authorities had another headache and a salmon maintenance program was developed below the dam to save the fishing industry from losing an estimated $2,000,000 per year. Many industrial plants and mines have been allowed to operate for years in such a way as to pollute nearby streams and lakes rendering them unfit as habitats for fish. Sewage from boats and cities poured into streams and other waterways have further reduced the value of these habitats. Pollution of waterways is considered one of the most serious and most complex of all conservation problems. Streams have been so defiled in many places by noxious gases and compounds like cyanide that many fish habitats have been completely ruined in areas once heavily populated. The Service employs a staff that works full time in an effort to minimize these hazards.

Cleaning streams and lakes of debris, controlling water flow, making artificial and natural obstructions possible and fighting water pollution—all these indicate work projects which keep Wildlife people busy much of the time.

Wildlife Refuges

Before Columbus visited America, the 1,905,361,920 acres of land and the 28,965,780 acres of

inland water which constitute the United States were used by millions upon millions of wild cretures of all sorts. All of America was, in effect, one of the finest game refuges in the world. As white settlers came and population increased, natural wildlife habitats were gradually reduced in size until some species of wildlife were practically threatened with extinction. As the value of wildlife ultimately became more apreciated, means of preserving these resources had to be devised. One of the most effective measures for preserving wildlife is the game refuge. These were established to provide perpetual habitats for wild fowl and for game animals. Refuges have been acquired by reserving large portions of the public domain, by purchase and by gifts.

Reclamation Projects as Refuges

As a result of a law passed by Congress in 1934, the Fish and Wildlife Service is given the opportunity to make use of impounded water areas developed by the Bureau of Reclamation for fish culture and migratory bird resting and nesting areas, whenever such use is not inconsistent with the primary use of such waters and/or the constitutional rights of the states. "By far the most numerous and important refuges established on other lands are the 27 on Reclamation withdrawals. . . ." *

Director Albert M. Day recently stated that, "Some 100,000,000 acres of marsh have been drained in this country in the last 50 years. The Service has spent more than $20,000,000 in acquiring and restoring about three and one-half million acres in the United States, much of them for breeding areas in the northern tier of states. The Canadian Government has built over 5,500 dams, many of which are major reservoir areas." Counting dug-outs, Canada is completing more than 20,000 water restoration projects. Canada and Mexico each maintain refuge systems.

Effect of War on Refuges

During the war years the refuge system was operated on a maintenance basis only, as construction was not possible and about two-thirds of all refuge personnel were in war services. In fact, during those years water-control structures, patrol trails and buildings suffered considerable deterioration.

Other Refuges

Lands under the control of the Office of Indian Affairs, the United States Coast Guard, and many such projects as the Tennessee Valley Authority, all contribute refuge areas which are administered by the Fish and Wildlife Service. In addition, state agencies have made valuable additions to the national refuge system. The states maintain a large number of large refuges. Many private organizations do quite a bit to help.

Classification and Acreage of National Wildlife Refuges for Birds Administered by the Fish and Wildlife Service in the United States and Territories—1946.

Classification	Number	Acres
For migratory waterfowl.....	201	3,213,658
For other migratory birds and general wildlife	24	3,870,156
For colonial non-game birds.....	49	91,043
Patuxent Research Refuge, Md.....	1	2,623
	275	7,177,480

Big-Game Refuges *

The areas available for big-game in the United States in 1941 are shown in the table given below:

Ownership or Control	Area		
	Land Acres	Inland Water Acres	Total Acres
Fish and Wildlife Service Refuges.	9,448,822	143,891	9,592,713**
National Forests...	143,810,000	2,190,000	146,000,000
National Parks and Monuments	15,392,881	234,409	15,627,290
Indian Reservations	50,627,942	770,984	51,398,926
Grazing Districts...	142,700,102	2,173,098	144,873,200
State and Private Lands	951,382,173	14,488,053	965,870,226

Waterfowl Resources

In 1944, there were 125,350,000 game species of migratory waterfowl in this country and by 1946, this number had shrunk to only 80,000,000. This decline was the consequence of increasing hunting pressure coupled with a long period of weather unfavorable to survival of the young. These numbers showing such a large decrease in valuable resources illustrate the need for conservation if hunting of waterfowl is to remain profitable and attractive.

Big-Game Animals †

All the big-game animals in the country totalled 7,148,422 in 1943 as compared to 6,748,424 in 1941, showing a gain of 5.9 percent. Census figures such as these are compiled from a great number of enumerations made by all sorts of methods, from those people who walk to the barren, frozen mountain heights to count the bighorn sheep, to those who peer from fast moving airplanes in semi-open country to estimate the herds of deer, elk and caribou.

Wildlife Refuges, by Ira N. Gabrielson, former Director, Fish and Wildlife Service. 1943.

Big-game Resources of the United States, 1937-1942, Research Report No. 8, Page 45—Department of the Interior—Fish and Wildlife Service.

**Increased to 10,642,015 acres by July 1, 1946.

† Statistics from Department of Interior, Fish and Wildlife Service: (1) News Release, Ja. 31, 1946 and (2) Research Report No. 8, 1944.

Fish and Wildlife Service Photo

Charles Sheldon Antelope Refuge, Nevada

During the 1943 season, a total of 739,396 big-game animals were killed throughout the United States, according to records supplied to the Fish and Wildlife Service by the various state game or conservation commissions. Most of the kill records were for the legal kill in open seasons. Conservation officials estimate that the illegal kill is no small item and in some localities may equal more than half of the legal kill.

Value of Fish and Wildlife Resources

In the 1945 *Report of the Director of Fish and Wildlife Service,* we find the estimated valuations placed upon the fish and wildlife resources of the country as follows:

Waterfowl	$1,500,000,000
Fur-bearing Animals	400,000,000
Big-Game Animals	1,300,000,000
Commercial Fisheries	5,800,000,000
Game Fishes	5,000,000,000
Total	$14,000,000,000

Former Director of Fish and Wildlife Service, Ira N. Gabrielson, is author of the significant statement that "If we take into account the utilized resources, and such benefits as are rendered fields and forests by the insect control activities of birds, for example, and all the imponderable values, such as beauty and recreation, the amount derived above is perhaps no more than a tenth of the grand total, which may therefore be set at somewhere around $140,000,000,000."

Licenses and Revenue

Fishing

In a news release issued by Fish and Wildlife Service on March 11, 1946, we find that 8,280,232 angling licenses were issued during the fiscal year ending June 30, 1945. These licenses were issued to fresh-water anglers who paid $10,580,311 in revenue into the treasuries of the 48 states. These figures showed considerable increase over statistics recorded during the previous year.

Hunting

In another news release bulletin issued by Fish and Wildlife Service dated March 5, 1946, we find that there were 8,190,901 hunting licenses sold in the different states during the fiscal year ending June 30, 1945. These sales produced $15,512,252 in revenue and represented the largest number of hunters during any one of the war period years. During 1945, travel restrictions included the rationing of gasoline and tires, which makes the figures even more significant. During this same

year non-resident hunting licenses jumped from 107,686 in 1943-44 to 154,363 in 1944-45.

Federal Migratory Bird Hunting stamps, commonly called "duck stamps," were issued to 1,487,029 sportsmen during the year ending June 30, 1945. This number increased to 1,686,368 for the nine-month period ending March 31, 1946. This is the hihest figure on record to that date. These federal stamps were sold at one dollar each, and were levied in addition to the state licenses which are required of all water-fowl hunters over 16 years of age.

Reasons for Increased Number of Sportsmen

During the war the restrictions on the purchase of tires, gasoline, and automobiles did keep thousands of sportsmen confined to their city homes at a time when they needed fishing and hunting to help relieve the nervous tensions provoked by war and high pressure war production work. This restraint resulted in a rush back to the marshes and streams when many of the inhibiting causes were removed. The pent up desire for the enjoyment of outdoor sports is largely responsible for the wave of increased numbers of hunters and fishermen in 1946. Then, too, several million ex-servicemen who learned to use firearms and to appreciate outdoor living for the first time, got a taste of these sports and liked them. In a survey conducted by the *American Legion Magazine,* 70 percent of the servicemen said they wanted to hunt and 62 percent said they intended to go fishing.* Our wildlife animals and birds are now meeting "head on" the largest army of "hungry" hunters this country has ever known! Americans are more vacation conscious today than ever before. With this great interest being shown in hunting and fishing, we will need to rely more than ever before upon the judgment, advice and regulations of the scientists in the Fish and Wildlife Service if we are honest and want to see the wildlife resources of the country maintained on a safe basis.

Pond Fish Culture †

One of the interesting trends in fish culture in recent years has been the construction and maintenance of fish ponds which supply food and sport fishing for farm owners. There are about 360,000 acres of farm and ranch ponds in the United States today, with a potential yield of 18,000,000 pounds of edible fish a year. Farm ponds usually cover from one to five acres. Texas alone boasts about 100,000 ponds of which 70 percent are suitable for fish. In the fiscal year 1944-45, requests to stock ponds were over 200 percent higher than in the previous year. In the fiscal year ending June 30, 1946, the Fish and Wildlife Service furnished 7,600,000 fish to farm ponds, a 90 percent increase over the 1944 figure.

The Fish and Wildlife Service will stock farm pools in states which are not permitted by law to stock private ponds from state hatcheries. If a city, for instance, wanted to develop a fishing pond, the Fish and Wildlife Service gives the necessary scientific advice and the stock of fish. Other federal agencies could be consulted for advice on construction methods.

The Soil Conservation Service has estimated recently that 649,000 additional farm and ranch ponds are needed in the United States to meet soil conservation needs. It would require nearly 1,000,000,000 fish to stock that number of ponds, and today the Fish and Wildlife Service has only one-sixth enough hatchery ponds to provide this amount of stock. In encouraging farmers to develop fish ponds, the Service cooperates extensively with the Extension Service of the Department of Agriculture. The Extension Service supplies literature on the subject of farm pools to anyone interested. By developing these pools, many farmers are bringing one of the best kinds of recreation within the convenient reach of many.

Hatcheries

With more than 18,000,000 fishermen depleting our streams and lakes at a rapid rate, the Fish and Wildlife Service maintains more than 100 hatcheries in order to keep the food and game fish stock somewhere near adequate to meet the desires of sportsmen and industrial fishery establishments. Some of the largest hatcheries are on the Columbia and Sacramento Rivers. There are hatcheries in almost every state in the union. Not only are depleted streams and lakes restocked, but the fauna of a lake may be changed whenever it is found practicable or necesary.

Wildlife Research

"The Service brings the biological sciences to the aid not only of agriculture, horticulture, stock raising, forestry and recreation but of the fauna as well. This is accomplished through biological surveys, fields investigations, and laboratory studies of the distribution, migration, classification, natural history, taxonomy, food habits, food resources, and diseases of wildlife, and through studies and

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* From an address by Albert M. Day, Director, Fish and Wildlife Service at the 11th North American Wildlife Conference, New York City, March 12, 1946.

†*Fishery Resources of the U. S.;* submitted to Senate, 70th Congress, 1st Session, by Secretary of the Interior—Document No. 51; Government Printing Office, 1944.

experiments concerning the breeding, feeding, and management of wild fur animals and domesticated rabbits. Research and demonstration projects are conducted in cooperation with land-grant colleges and conservation commissions in ten states.. The damage caused by birds, rodents, fur animals, predators, and other forms of wildlife on agricultural, grazing, or forested areas is studied and selective methods of control are determined. The research includes studies and experiments relating to the wildlife resources of the national parks, Indian reservations and other areas, with methods of conservation and restoration, and surveys are made of areas designed for the proper restoration and maintenance of game, fur and other forms of wildlife."*

Cooperation with Other Agencies

While Fish and Wildlife Service cooperates with all agencies which share their objectives, it is with states, counties and such organizations as agricultural and live-stock associations that a large share of their cooperative work is accomplished. These groups are usually the agencies most active in controlling injurious species such as noxious fishes, injurious birds, destructive rodents and stock killing wild animals. They are also the agencies most interested in the propagation of wildlife, its protection and its proper utilization.

*Excerpt from the *United States Wildlife Government Manual*, Summer 1944; pp. 325-329, "Fish and Wildlife Service."

Publications

One of the important functions of the Fish and Wildlife Service is to gather and disseminate information. The Service through its various publications, press releases, radio addresses, exhibits and movies carries out a continuous educational campaign. Information is given to those who write on outdoor subjects in newspapers and magazines so that the public will get accurate facts. No doubt more facts bearing on wildlife and conservation subjects could be used to advantage in our public schools. By educating the youth, conservation people believe we stand the best chance of developing citizens who respect the value of wildlife in proportion to its vast worth.

The Service Looks to the Future

In the 1946 report of the Secretary of the Interior, several recommendations are made which indicate the trend of thinking for the future. The Secretary stated that "The future supply of waterfowl will depend upon the kind of management we give it." Among many recommendations recently made, it has been pointed out that a corps of at least 150 well-trained and fully developed United States game management agents will be needed, and to get the best results, they are needed to work in cooperation with state conservation authorities.

The Service also expects to give farmers more guidance in good pond management. In carrying forward this program, it collaborates with the Soil Conservation Service, the Agricultural Extension Service, and other agencies. In the future, greater efforts will be made to

Woodcock and young near nest

Fish and Wildlife Service Photo

prevent pollution of streams and lakes and to correct bad situations which have been allowed to develop.

Director Day recently stated that he believed there would be great value in making a survey to show possible additional use of existing government-owned areas which might well be utilized for various forms of recreation. He indicated that the Fish and Wildlife Service has certain areas that could well be developed if access roads were built. The Service is interested in developing more fully the large potential recreation resources of their many strategically located areas for all the activities mentioned in this article—not fishing and hunting alone.

The Service Is Appreciated

Americans everywhere who are interested in hunting and fishing and all the incidental recreation that goes along with these outdoor sports are becoming more and more aware of the need for protective laws, supervision and the development of areas and facilities that assist in making possible the sane conservation of our fish and wildlife resources. The Service is continually developing methods for the better management of these resources in a way that will be best for all Americans—not for just a year or a decade, but forever! As custodian of much of America's valuable wildlife, the Service has long since won the cooperation and respect of thoughtful citizens everywhere. Let the good work of the Service continue!

Recreation in the National Forests

RECREATION has become "Big Business" on the 179,215,686 acres, widely distributed, which comprise our National Forests! Visitors using the National Forests for recreation purposes reached 18,000,000 in 1941. With the war won, with gas and tire rationing history, and new cars rolling off assembly lines, figures available at this time indicate that the 1941 figures were surpassed in 1946. This means a tremendous increase in the numbers recorded during the war period when the 1944 count dropped to 6,250,000.

The personnel of the National Forests are beginning to realize in a tangible way the tremendous pent up desire in Americans everywhere for adventure, for escape, and for release from the strains accumulated during the trying war years. The list of recreation facilities and activities available in our National Forests is impressive now, yet according to Lyle F. Watts, Chief of Forest Service, a large expansion program is necessary to satisfy the present demands.

The possibilities for forest recreation are almost unlimited! Children today hear their grandparents speak of the "Call of the West," the "Spell of the Yukon," and the "Charm of the Desert" — but today they look to our National Forests for their contacts with rugged existence. Some National Forest is within a day's drive of almost every city and town in the United States.

The 1945 Report of the Chief of Forest Service shows that the gross area within the established boundaries of the National Forests is 228,451,444 acres, and of this 179,215,686 acres are under the care of the Forest Service Administration in 42 states, Puerto Rico and Alaska. The magnificent forests, with their turbulent rivers, waterfalls and dry mesas, extend from sea level to the 14,000-foot altitudes of perpetual snow. The Forest Service believes the government should acquire those remaining privately-owned lands within the National Forest boundaries which are primarily valuable for National Forest purposes. Development of additional National Forests in certain areas may also be desirable.

If the forests were divided equally among all our population, each person would have one and one-third acres. What really thrills the average person is not this fact but the feeling of owning half the world as one gazes across the primitive wilderness areas of which there are altogether 14,000,000 acres—often without a human in sight. These 75 areas represent the untouched, unspoiled

vastness left as God created it for man's use and spiritual uplift. National Forests embrace nearly one-tenth of our total land area, one-sixth of the commercially useful forest acreage and one-third of our nation's raw timber.

Multiple-Use Principle of Management

Management of the National Forests through the years has developed into multiple-use whereby other consistent uses are permitted on lands managed primarily for the protection of water flows and the production of timber. Recreation is one of the inherent forest resources which can be utilized without disturbing the watershed values and with only minor reduction of timber producing capacity. Some forests have highly developed recreation areas, others have only a few. Under the multiple-use principle of forest management, proper emphasis is given to all the forest resources within each forest. For instance, the development of recreation facilities is not allowed to spoil an area for wildlife, or work to the disadvantage of the range, nor would the timber sales be extended into a scenic recreation spot. Multiple-use means good land-use planning. One use must be adjusted to other uses so that the greatest net public benefit will result.

Recreation Planning and Administration

The job of administering recreation, planning future developments, collecting data for planning, construction of areas and maintenance all head up on the Forest under the general supervision of the Regional Chief of Recreation and the regional recreation planners and landscape architects. Planning is considered in two parts, broad planning which has to do with listing all improvements within an area and is followed by detailed planning. Forest Service recreation administration is concerned only with care and maintenance of areas as no attempt is made to program activities or to conduct lectures or tours.

Recreation Policy

According to John H. Sieker, Chief of the Division of Recreation and Lands, the Forest Service adopted the following policy to guide its development of the recreation resource:

"The general objective is to make the recreation resource available to the greatest extent practicable—consistent with an over-all plan and policy of coordinated development and use of all the National Forest resources to furnish the maximum public benefit.

"One of the distinctive characteristics of forest recreation is that it is enjoyed in a natural environment. Every effort will be made to this end in the planning and development of recreation.

"Suitable provision will be made for the establishment of primitive type areas.

"The Forest Service will develop such facilities as will aid in the enjoyment of those types of recreation appropriate to the forest.

"It will especially discourage developments which tend to introduce urbanization into the forest.

"Facilities will be limited to those necessary to serve public needs so as to keep to a minimum the introduction of artificial developments in the forest environment.

"Participant rather than spectator enjoyment will be stressed.

"The objective is to provide developments needed by many people. Public needs have preference over the needs of individuals or small groups.

"Design of recreation structures will aim at fulfilling the intended function, soundness, low maintenance and appropriateness to the forest environment."

Personnel

It is difficult to state exactly how many of the National Forest Service personnel work with recreation in one way or another. In each of the ten regional offices there is a Chief of Recreation and Lands whose job it is to manage the recreation resource and land uses. The Chief may have one or more assistants. Altogether in the regional offices there are 20 professional employees on recreation assignments. Forest Service recreation technicians are generally employed in connection with planning and supervision of recreation areas and facilities and over-all supervision of recreational use.

On the Forests, the Supervisor, his assistant, and all the rangers are responsible for all resource management, including recreation. In individual forests there are several permanent and many part-time persons working as camp ground custodians and guards. Since practically all forest supervisors, rangers and others work part time administering recreational use it is very difficult to ascertain exactly how many are at least part-time recreation workers. Several National Forests have a staff assistant for recreation. One might think of the engineer who plans a firebreak trail with recreational use in mind, as a part-time recreation worker

—or the ranger who protects the wildlife for the enjoyment of his visitors as a part time recreation worker, and certainly the Chief of the Forest Service who has a deep regard for the recreational values of the forests is a part time recreation worker! The reader will readily see when viewed from this perspective how utterly impossible it is to classify into one compartment recreation workers—as such! It is evident that most of them touch upon recreation directly or indirectly in some way.

Recreation Facilities

To accommodate over 18,000,000 recreation visits a year requires not only vast space but many man-made facilities. During the war years, full maintenance of present facilities has been impossible and since deterioration has lessened values to some extent, considerable money should be spent during the current year to restore the values of existing structures.

In general, all National Forests have the following recreation resources: camp grounds, picnic areas, winter sports areas (except southeastern forests), swimming facilities, organization camps, hiking and riding trails, hunting and fishing areas, shelters, cabins, scenic roads for sightseeing, resorts, hotels and summer homes. Generally, trails are classed as protection improvements, although they are available also for recreation.

The recreation developments are well distributed over the National Forests but are concentrated around areas of dense population such as Los Angeles, Salt Lake City, Denver, and through the southern states. The objective of keeping areas simple is sometimes abandoned near large cities where such facilities as play fields, amphitheaters and group shelters are installed.

The number and capacity of recreation areas as listed below are impressive, yet they are inadequate to meet even present needs.

Camp and picnic areas	4,300
Individual camp sites	34,000
Capacity	281,000
Winter sports areas	254
Acres	51,000
Capacity	156,000

There are 3,100 camp and picnic areas that show an actual use of less than 1,000 visits each year; 800 areas, 1,000 to 5,000 each; 200 areas, 5,000 to 25,000 each; and 52 areas with over 25,000 visits each.

A typical individual camp site gives the camper the use of a table, grate, parking area, latrine, running water and a community shelter. Camp sites are usually spaced about 100 feet apart, so as to give reasonable privacy. The average cost of a camp site is about $1,000. A modern trend in camp development is to provide trailer accommodations so popular today. In some camps, moderate charges are made for the use of such things as bathhouses, lockers and firewood.

Winter sport areas provide parking and sanitary facilities and shelters. The 130 ski lifts and tows are privately owned and are operated under Forest Service regulations. There are 116 winter sports areas that show an actual use of less than 1,000 visits each year; 86 areas, 1,000 to 5,000 each; 41 areas, 5,000 to 25,000 each; and 11 areas, over 25,000 each.

As the people discovered the recreation resources of the forests, provision had to be made for fire protection and the construction of sanitary facilities. Specific areas were developed to accommodate the people so they would not be scattered indiscriminately throughout the forests, thereby endangering themselves and others as well as the forests. Many people enjoy the forest environment and the climatic changes it affords, yet they do not like to camp. Those who wanted more comfort finally demanded resorts, hotels and summer homes. Others demanded more scenic roads, hiking trails, horseback trails, skiing areas, organization camps and swimming areas. In meeting all these demands Forest Service has attempted to keep all improvements appropriate to the forest environment.

Quite a few recreation facilities in the National Forests are constructed by private interests. The Forest Service permits such developments when they are needed for public enjoyment and when they can be installed without damage to public recreation. Resorts, ski lifts, cabin camps and organization camps are among the facilities most often built in this way. The Appalachian Trail Conference and the Federation of Western Outdoor Clubs have erected overnight shelters in some of the National Forests for hikers.

Who Uses the Forests for Recreation

Forest recreation is available to all people including those of low income, because use of most facilities is free. However, those desiring higher class accommodations, such as hotels, or special services, such as horseback riding, will not be disappointed since these are also provided at many areas.

A questionnaire, prepared by the Forest Service was filled out by 25,000 heads of families or independent individuals who visited the Forests in 1937, and here are some of the facts revealed: 18 percent were persons with an annual income of $1,000 a year or less; 49 percent had between $1,000 and $2,000 a year; 22 percent, $2,000 to $3,000; 8 percent, $3,000 to $5,000, and only 3 percent were persons with more than $5,000 a year income.* These facts tend to support the sound policy of our forest administrators in their desire to supply high class yet low cost recreation to everyone!

Number of Recreation Visits

Everyone seems to agree that Americans everywhere are going into shorter work weeks and greater leisure. Even before the war, vacation and pleasure travel was close to second place in the nation's industries as Americans raced to spend between four and five billion dollars annually! We know it to be a fact that the war made many million servicemen and women extremely conscious of the importance of recreation in balanced living. With the pent up feelings and longing for adventure and travel on the part of untold numbers of Americans who stayed home during the war, we can safely predict a tremendous increase in forest recreation. In using figures to indicate the patronage of forest recreation areas the number of visits is recorded. If one person visited an area more than once during the year, that person might be counted several times in the aggregate number of visits recorded during the year. These counts are obtained by making spot-check counts, since few areas have full-time attendants. Since 1941 represents the last normal year before the war, visitations for that year are indicated below as follows:

Camp and Picnic Areas	9,000,000
Winter Sports Areas	1,500,000
	10,500,000
Organization Camps	240,000
Resorts and Hotels	1,900,000
Summer Homes	600,000
Other areas, hunting, fishing	4,760,000
	7,500,000
Total	18,000,000

In addition to the visits to the several areas indicated above, there were 28,000,000 visits made by people who used highways and roads, primarily to enjoy the forest environment. This latter figure is based upon conservative estimates.

*National Forest Vacations. (A pre-war publication) U. S. Dept. of Agriculture, Forest Service.

Pilchuck Trail, Mt. Baker National Forest

U. S. Forest Service Photo

Varieties of Activities Possible

Scenically and climatically the National Forests have almost every known variety of geography. From the cypress swamps of the south to the great spruce and redwood forests of the west, every recreation preference can be met. Nature lovers will find the geologic variety as diverse — from the desert sands to the eternally frozen alpine peaks!

The "Heart" of Forest Recreation

The very "heart" of the National Forests' exhilarating recreation program—as the reader would expect — includes motoring, picnicking, camping, hiking, mountain climbing, swimming, canoeing, hunting, fishing, horseback riding, nature study, camera hunting, and all sorts of winter sports such as skating, skiing and tobogganing. While it is not the policy to cater to the whims of the so-called experts and professionals in recreation, even they will find adequate challenge in the facilities provided!

Sometimes, and usually in relation to an outside adjoining community, a few golf courses, baseball fields and tennis courts will be found but they are exceptions and not the rule in the Forests. Occasionally in connection with camp grounds, softball fields, volley ball courts, children's playgrounds and horseshoe pitching lanes will be found. All varieties of indoor recreation programs are available in the resort hotels and the pavilions, most of which are privately owned. Movies are shown while dances and parties are frequently scheduled.

While Forest Service sometimes charges nominal operating or maintenance fees for the use of their organization camps, and they levy charges for special permits when people wish to build individual summer homes, the use of most recreational facilities is free and restrictions are limited to those necessary for the protection of the users, the public and the Forests. The Forest Service allows reasonable charges to be made for the use of facilities operated by private concessionaires. While Forest Service does not organize recreation or sponsor recreation programs, they do attempt to meet the approved needs of those who demand recreation facilities when money for such improvements is available.

Much of the recreation in the forest areas is individual in nature but there are many organized groups that conduct special outings—as an example, the "Trail Rider" trips, conducted by the American Forestry Association. With their natural areas, their virgin acres, their geological, archeological, historical and scenic wonders, the National Forests are most attractive to the recreationists who love the greater things of the world —not made by man!

U. S. Forest Service Photo

Youth hostelers in White Mountain National Forest

Motoring and Hiking

Motoring and hiking are among the most popular recreational activities in the National Forests. Easily accessible routes of greatest scenic attraction are selected in laying out new roads. The Chief of Forest Service in his 1945 Statistical Report indicates that 24,354 miles of highways and 136,083 miles of forest development roads for a total of 168,083 miles have already been developed. Since there are 168,676 miles of trails, a total of 329,113 miles of roads and trails provide a thrilling challenge to the new car owner or the hiking enthusiast! If the reader were a good hiker and walked 10 miles a day, seven days a week and 365 days a year, it would require him more than 90 years of hiking to cover the presently developed roads and trails!

Organization Camps

Organization camps are encouraged in the National Forests to provide low cost outdoor recreation for thousands. Two types are recognized: (1) *Those built by Forest Service* and used, for

U. S. Forest Service Photo

Clubhouse in Castor River Ranger District

example, by organizations which sponsor groups of underprivileged children. There are 54 such camps which use 817 acres. These camps have a capacity of 5,000. (2) *Those built, owned and operated by organizations* — such as Boy Scouts, 4-H Clubs, or cities, for example. There are 311 such camps and they occupy 6.600 acres and have a capacity of 28,000.

Cabin Camping for Families

The Forest Service has the policy of leasing cabin sites at nominal rates to individuals in certain areas of the National Forests not needed for public recreation or other uses. More than 13,000 summer homes have been built in the National Forests. Thirty thousand acres comprise the sites for these homes. Private or exclusive use of forest lands rates a low priority and public use a high priority. Campers everywhere in the Forests are asked to be careful of fires, to keep camps clean, to protect trees from human damage, to avoid posting signs and to obey all the rules of sanitation. Cabins and other structures built in the Forests must always be appropriate to the environment and this is guaranteed by Forest Service approval of plans before start of construction.

Boating and Swimming

With 70,000 miles of streams and thousands of ponds and lakes, swimming and boating take on real significance. Forest Service has improved streams and lake beaches for swimming and boating. They have built dams, installed diving boards and depth markers, built rafts, constructed bath houses, and provided life guard services. There are 201 swimming areas in the National Forests, occupying 890 acres with a capacity sufficient to accommodate 36,000 persons at one time.

Hunting and Fishing

With the return of millions of veterans who have learned to live out of doors and to use firearms skillfully, hunting as well as fishing will attract thousands of new sportsmen to the good hunting and fishing spots in the National Forests. The lofty, rugged mountains, the tumbling mountain streams and the cold clear mountain lakes lured 2,057,000 hunters and fishermen to the National Forests in the year 1945—about 700,000 more than in the year 1944. In 1945 there were 20 percent more fishermen in the New Mexico and Arizona region than in the previous year; in the inter-mountain region, 26 percent. In the eastern forests the trend was the same.

Wildlife Management Division

Work of the Wildlife Management Division increases the recreation opportunities for many sportsmen and other lovers of animal life. For instance, with the cooperation of the states and local groups, tons and tons of legal size fish are planted yearly to keep happy fishermen who frequent the National Forests. Workers in this division see to it that all desirable animals get a fair deal in the forests. They encourage more hunting to "thin out" the ones that become too prolific. They "plant" others to bolster a group that is dying out. They concern themselves with the condition of the range, the food supply of animals, the pests that attack plant food and animal life—in short they are "the keepers" of the animals we all like to see when we visit the forests.

The 1,036,000 big and small game hunters and the 1,922,000 fishermen in the National Forests are greatly indebted to the efficient work of the alert workers in the Wildlife Management Division of the Forest Service Bureau. These men not only see that a proper habitat is provided for their wildlife but they restock the streams and the lakes and capture animals where a surplus exists and plant them where they are needed, always trying to

retain that fine balance between the sources of sustenance and the appetites of their charges.

Camera Hunters

Camera "hunters" as well as "real" hunters are thrilled at the frequent sight of upland game birds and common and rare waterfowl that live in the forests all or part of the year. Camera hunters find almost unlimited oportunities to record their interest in all departments of nature study recreation — in subjects ranging from the botanical, archeological, biological or geographical! The forests are a picture man's paradise!

Wilderness Areas

Recreationists who are looking for freedom, clear air, bright clouds, cold, clear water and perhaps an escape from a complex if not bewildering civilization, will find all that and more in the 76 National Forest Wilderness areas. Some 14,000,000 acres or about 8 percent of the Forests have been set aside for this purpose. Seventy-two such areas were established by June 1941 in 12 (mostly western) states. Twenty-eight exceed 100,000 acres, each so classified as "wilderness" areas and 42 have 5,000 to 100,000 acres and are called "wild" areas. These areas are almost completely undeveloped, free of nearly all artificial influence and reached usually only by trail or water. The American Forestry Association of Washington, D. C., sponsors "trail riding" trips through some each year.

Good hikers not familiar with the areas are urged to use reliable guide services. Some prefer pack horses for such trips or a single burro with pack outfit. These areas are usually high altitude acres and the "going" is often tough, calling for stamina and endurance for the rugged existence. Hunting and fishing are permitted in accordance with state fish and game laws. Dude ranches operate near some of these areas and feature trips into the wilds. Adventure, exercise, a good appetite, robust health and a great exhilaration of spirit can all be realized at little cost by those seeking wilderness recreation!

Cooperation with State Forestry Agencies

State forestry departments are separate from Federal Forest Services. The Forest Service cooperates with the states in sharing fire fighting cost, in technical work, and in recreation planning. They make their services and technical information available to farmers who have forests. There are 13,400,000 acres in 732 state forest units distributed in 39 states. Other state-owned forest lands aggregate 10,124,000 acres and 1,000,000 acres of federal-owned lands are under lease to the states for management. The state forest units and the government-owned forests are often planned together in providing the needed recreation facilities for a city or district. Some states have extensive game preserves—New York has 2,404,000 acres in two state forest parks, held in a natural state primarily for recreation use.

Community Forests and Recreation*

Community forests are an old and popularly accepted part of forest conservation. Some have been used for many years to help reduce local taxes by yielding profitable timber crops. They also have been very useful in affording watershed protection and others have been more than incidentally used as recreation centers, especially those nearer the larger cities.

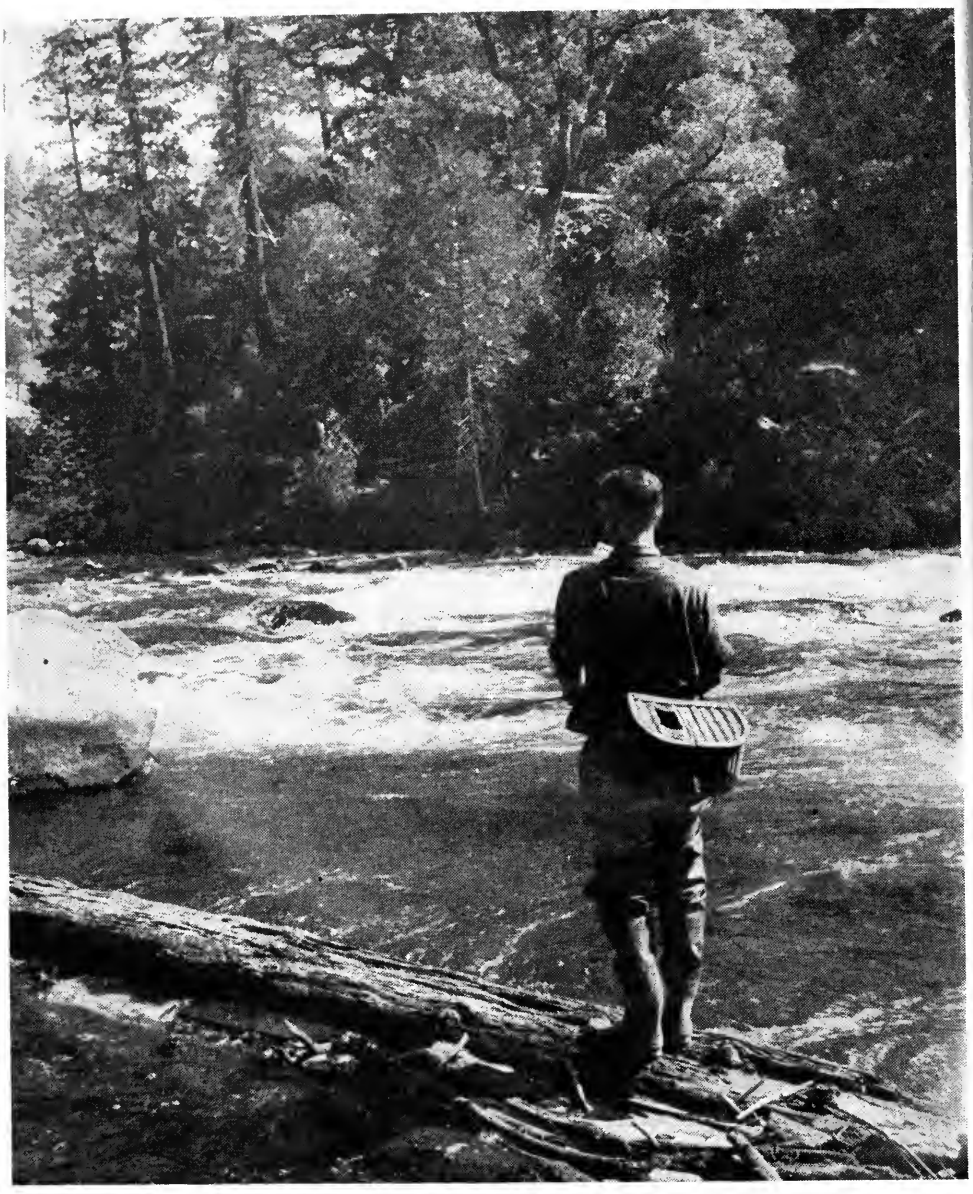
It is quite generally accepted today that the rebuilding of natural forest resources should start near the home in the local communities. These forests have definite social and educational advantages to the communities that own them. Citizens near them develop a sense of pride as they assume responsibility for the planting of such forests and their maintenance later.

Extent of Community Forests

Some local forests are known as town forests and others as village, municipal, city, county, city watershed, school, hospital, church or memorial forests. All of these may be grouped together and called community forests. More than 20 states have passed acts dealing with some phase of community forest development. The community forest movement has spread throughout the country until many are found in all sections of the United States today. As early as 1939 New York, for instance, had 579 such projects containing 200,000 acres on which more than 70,000,000 trees have been planted, mostly on abandoned farm lands. In Massachusetts the state provides trees free for planting in town forests and the State Forester cooperates by making simple working plans and by giving advice regarding the management of these areas. In 1939 this state alone had 177 community forests which covered an area of 180,000 acres. In New Hampshire, where the movement was first started, there were 102 units in 1939 and more than 2,000,000 trees had been given by the state for planting in various town forests. Pennsylvania had 134 community forests in 1939 with an area of about 50.000 acres on which more than 5,000,000

*Information from *Community Forests*, U. S. Dept. of Agriculture, Forest Service, 1939.

trees have been planted. The largest community forest in the country is near Seattle, Washington, Wisconsin has reported 25 county forests which include 1,746,647 acres. In 1939 incomplete reports indicated that there were approximately 3,000,000 acres of land on which more than 146 million trees have been planted. It is estimated that there are more than 2,000 community forests in the country today. It is also interesting to note that about three and one-quarter million farmers own their own woodlands, which bring natural recreation areas close to many people.



U. S. Forest Service Photo

Fisherman, Plamas National Forest, California

Community forests do much more than provide needed timber resources for towns, cities and rural communities. Under the multiple-use plan of management, people derive great pleasure from the use of these areas. Some of them are used as outdoor laboratories for the study of forestry, botany and wildlife and a large percentage of them are used extensively for recreation purposes. In many forests hiking, horseback riding, picnicking, swimming, canoeing and skating in winter are very popular. A few more are equipped for such sports as tennis, baseball, softball and volley ball. In forests not having natural waterways, dams have been constructed to conserve water and to provide better fishing and water sports.

While community forests do produce considerable revenue to many towns, counties and communities, the recreation values derived from the same are almost immeasurable. Forests tend to beautify many communities, and usually raise property values nearby. By cleaning up run-down land areas, improving streams and creating new pools and lakes, fishing has become excellent in many communities. As the trees and cover crops have developed in these forests, they have become attractive habitats for such birds and animals as quail, partridges, rabbits, squirrels, chipmunks and raccoons. This has made good hunting within easy reach of town and city residents.

Starting Community Forests

Community forests are frequently promoted by luncheon clubs, forestry and conservation associa-

tions, Boy Scout Councils, American Legion Posts, garden clubs and similar organizations. Some have been started by school superintendents, mayors and other public spirited citizens. Those wishing to start community forests should consider the guidance which can be had from state foresters. It is also recommended that responsible committees be appointed in such communities and that they work out long-range plans with state foresters, who can give competent help and advice in making technical arrangements.

For those interested in starting community forests it is of interest to know that land unsuitable for farming or other purposes but suitable for forestry purposes can be acquired in many sections of the country for prices ranging from $2 to $12 per acre. When we consider how the forests in this country have been chopped, burned and depleted for over 300 years, the significance of the community forest movement can be greatly appreciated. While it takes 40 to 60 years or more for trees to reach merchantable size, it should be remembered that during this growing period the forests can be used a great deal for recreation purposes and as habitats for wildlife. It should also be encouraging to those wishing to start community forests to realize that there are millions of acres of idle, submarginal and waste land and much of it lies within from one to 20 miles of cities and villages. Much of this land has been cut over and otherwise made relatively useless until it has become tax delinquent. Often the owners of such acres are willing to deed them to public agencies to be developed for forestry purposes and held in trust for future generations.

Information and Education Service

The photographic section of the Forest Service's Division of Information and Education has a representative file of 500,000 photographs showing the work of the Forest Service. Thousands of these are beautiful recreation pictures. School librarians and others affiliated with interested organizations may secure prints if they are used for educational purposes. Recreation folders, posters, exhibit maps, lantern slides, radio scripts and motion pictures may also be secured or borrowed for general educational use. The folders have a listing of the areas and the types of recreation available. They may be secured from individual forest supervisors. An attractive book entitled *Forest Vacations* is published by Forest Service. It—with the periodic news releases—acquaints the public with the recreation opportunities available.

Recreation Future of Forests Insured

The recreation opportunities available through Forest Service will become much greater because of the increase in public forest areas and the growth in recreation facilities, as contemplated by Forest Service people themselves. While a few thousand acres have been added since 1945, there are millions of acres of cut-over and burned-over land that should become publicly owned and then reforested. Large watershed areas in the west should be acquired and flood control projects completed.

Areas now improved for recreation in the Forests are inadequate to accommodate present use on a sustained basis. Heavy traffic destroys the ground cover so that the areas become dusty and exposed to soil erosion, and the trees become mutilated and the shrub-screen ragged. Forest Service estimates show that the 4,300 camp and picnic areas with 34,000 units need to be expanded to at least 60,000 units, so that over-use of present areas can be eliminated and the areas saved from destruction. It is believed also that the winter sports areas should be trebled if the estimated use of the future is correct.

The Army had 1,250,000 acres of land for military use during the war and that is chiefly valuable for National Forest purposes. This land should be added to the National Forests. There are many railroad sections of land that spot some of the National Forests and these lands should be acquired.

The Forest Service states that a large improvement program is needed on public and private lands before forests can make their full contribution to the national welfare. "Estimates recently envisage the expediture of $2,215,000,000 in a program of public forest work that would keep 163,000 men busy for about six years." This work would restore depleted forests and ranges, build roads and firebreaks, provide good ranges and prepare for a greatly increased volume of recreation use.

While long-range planning for recreation is closely related to the general growth in areas and developments of the forests in general, we must not forget that progress and expansion are dependent upon the amount of money appropriated by Congress.

Anticipated expansions for recreation building and personnel extension were disallowed in the 1946-1947 budget by Congress. However, the Forest Service people themselves are dreaming dreams and laying sound plans for desired expansion. Let us, as citizens and as recreation enthusiasts, hope that these dreams *will* come true and soon!

WALTER L. SCOTT
Committee Secretary

Federal Inter-Agency Committee on Recreation

M. L. WILSON
U. S. D. A.

J. DOUGLAS ENSMINGER
U. S. D. A.

ALBERT M. DAY
Fish and Wildlife Service

LIONEL A. WALFORD
Fish and Wildlife Service

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LAST SEPTEMBER representatives of several federal agencies providing substantial peacetime recreation services met with the Hon. J. A. Krug, Secretary of the Interior, presiding, to discuss inter-agency cooperative planning and self-coordination of their recreation programs. This informal discussion led to the organization of the Federal Inter-Agency Committee on Recreation. (See RECREATION, December 1946). The following agencies are at present members of the Committee:

Extension Service, U. S. Department of Agriculture
Forest Service, U. S. Department of Agriculture
National Park Service, Department of the Interior
Fish and Wildlife Service, Department of the Interior
Office of Education, Federal Security Agency
Children's Bureau, Federal Security Agency

In a discussion of the value of this cooperative effort, Secretary Krug spoke of the increasing importance of recreation, of the value of the work being done along recreation lines by the various departments of the Federal Government, of the greater work which needs to be done, of the desirability of clearing plans of work without in any way interfering with the freedom of action on the part of the various departments.

At a later meeting Secretary Krug reaffirmed his interest in the success of the Committee, stating, "I want all members to know that if there is any time I can be of help, I want to be of help. I am very

HON. J. A. KRUG
Secretary
Department of the Interior

JOHN W. STUDEBAKER
Office of Education

RALL I. GRIGSBY
Office of Education

TTS
ce

JOHN A. SIEKER
Forest Service

HERBERT EVISON
National Park Service

CONRAD L. WIRTH
National Park Service

sure the membership of this Committee will have the complete support of all the bureaus of the departments represented on this Commitee. I have a very deep interest in the success of this Committee, and when I say I am anxious to cooperate with you, I mean it. In making our kind of democracy work, recreation has a tremendous part."

The National Recreation Association understands that the work of the Committee will involve:

Full knowledge of current recreation services, of authorized and definitely planned expansions, and of desirable future extensions of authority and services.

Discovery and facing of existing gaps in meeting accepted federal responsibility in the recreation field.

Self-coordination and cooperative planning.

Putting united power behind an advanced federal recreation program.

Where long-established departments have proved their spirit, their efficiency, and have developed deep traditions, there is an asset in public confidence already established which ought not to be lightly cast aside. The establishment of an inter-agency committee conserves what has gone before and what has been built up carefully over a long period of years.

Many with differing points of view will rejoice that this additional step has been taken in the federal recreation field. The National Recreation Association believes that much good ought to come from the work of this federal recreation committee.

Recreation in the National Park Service

". . . . I love thy rocks and rills
Thy woods and templed hills. . . ."
AMERICA.

WHEN PRESIDENT GRANT affixed his signature to the bill creating Yellowstone National Park on March 1, 1872, the hearts of several pioneer explorers were gladdened, and their unceasing toil to gain this accomplishment was rewarded. The area embraced by this first National Park was thought to be first visited by a white man, John Colter, a soldier who had secured his discharge from the Lewis and Clark Expedition, in 1806. Other individuals and parties visited the wonders of this mysterious place before the Folsom-Cook Expedition of 1869. This was the first real exploring expedition in the Yellowstone Park region of which anything like a complete and authentic report is preserved. No national movement or interest resulted directly from the Folsom-Cook Expedition, although David E. Folsom was the first to suggest that this wonderful region be set aside as a public park.

The Washburn-Doane Expedition into this region followed in 1870. This private expedition was promoted by Col. Samuel T. Hauser and Nathaniel P. Langford. The publication of Lt. Doane's report in March, 1871 was the first official Government account of exploration of the Yellowstone Park region. One night as the members of this expedition were sitting around a blazing campfire discussing the wonders they had seen, Cornelius Hedges, a member of the party, presented a plan. He suggested that they all waive their personal claims to the land and seek to have the area set aside for all time as a reserve for the use and enjoyment of all the people. The idea was immediately favored by all but one man.*

After this campfire decision had been made so enthusiastically by these men, steps for carrying out the project to create Yellowstone National Park were taken, principally by Cornelius Hedges, Nathaniel P. Langford and William N. Clagett. Clagett had been elected to Congress, so he was in a good position to boost the idea. Geological surveys of the area were made in 1871 and together with photographs taken by William H. Jackson for Dr. F. V. Hayden were used in convincing senators and congressmen of the plan's value. The bill creating Yellowstone National Park was the first legislation by the Government to conserve land for National Park purposes. The word "conservation," usually applied to natural resources like coal and oil, was now applied to an area set aside to provide direct human enjoyment —recreation.

On June 30, 1864, Congress had passed an act that granted Yosemite Valley and the Mariposa Big Tree Grove to the State of California for public recreational use. Since 1905 both these areas have been a part of Yosemite National Park which was established in 1890.

Early Growth of National Park System

The United States had a system of national parks for many years before it had a National Park Service. Yosemite, General Grant and Sequoia National Parks in California were established in 1890, and Mount Rainier National Park was set aside nine years later, in 1899.

Even before establishment of Yellowstone National Park in 1872 as "a public park or pleasuring-ground for the benefit and enjoyment of the people," the Government had shown some interest in public ownership of lands valuable from a social use standpoint. An act of Congress in 1832 established the Hot Springs Reservation in Arkansas (which became a National Park in 1921), although this area was set aside not for park purposes, but because of the medicinal qualities believed to be possessed by its waters.

National Park Service Created

In the early days, the national parks were administered by the Secretary of the Interior, but the national monuments were assigned to three cabinet

*Early History of Yellowstone National Park and Its Relation to National Park Policies, by Louis C. Cramton. U. S. Dept. of Interior, National Park Service. 1932.

officers. Those of military significance were placed under the Secretary of War; those within national forests, under the Secretary of Agriculture for administration by the United States Forest Service of the Department of Agriculture; and the remainder, the greatest number, under the Secretary of the Interior for administration with the national parks.

Secretary of the Interior Franklin K. Lane requested Stephen T. Mather, in 1915, to accept a position as his assistant and take charge of park problems. It was not until 1916 that President Wilson signed the bill that created the National Park Service as a separate bureau in the Department of the Interior. This act directed the Service to "promote and regulate" the public use of those areas, and to "conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." *

No effort will be made to trace all the historical details in the development of the National Park Service as we know it today nor to mention all those early pioneers who fought to establish a strong park system.

The Act of 1936

An Act giving the National Park Service broad new powers was approved by Congress on June 23, 1936. This act authorized the Secretary of the Interior to conduct through the National Park Service a comprehensive study ". . . of the public park, parkway, and recreational-area programs of the United States, and of the several states and political subdivisions thereof, and of the lands throughout the United States which are or may be chiefly valuable as such areas, but no such study shall be made in any state without the consent and approval of the state officials, boards, or departments having jurisdiction over such lands and park areas. . . ." It was the intention of Congress that the study should ". . . . provide data helpful in developing a plan for coordinated and adequate public park, parkway and recreational-area facilities for the people of the United States." One of the values of the study as stated in the Act was: "For the purpose of developing coordinated and adequate public park, parkway and recreational-area facilities for the people of the United States, the Secretary is authorized to aid the several states and political subdivisions thereof in planning such areas therein, and in cooperating with one another to accomplish these ends. Such aid shall be made available through the National Park Service acting in cooperation with such state agencies or agencies of political subdivisions of states as the Secretary deems best. . . ."

Wartime Use of National Parks

Passing quickly from early history to recent happenings—according to Newton B. Drury, Director of National Park Service, had it not been for the availability of the national parks for use by the armed forces during World War II, the Army, Navy and other war agencies would have found it necessary to spend over $30,000,000 for land. Although approximately 2,400 war-use permits were issued during the war, very little damage to the parks was reported. As a result of this use of the parks by the armed forces, thousands of service personnel were introduced to a new type of recreation in the most attractive recreation spots in the world. Needless to say, many will want to return and bring their friends and complete their conquests.

Location of National Parks

From a geographical point of view the parks are found in almost every section of the United States, and in Hawaii and Alaska. It is true that the largest number and by far the greatest acreage of park land lies west of the Mississippi River. This seems quite natural since the East was fairly well developed when the first national park was established in 1872. Then, too, the vast wilderness areas and the rugged mountain ranges were not adapted for farming and, consequently, were not occupied by the early pioneer settlers. These vast expanses embracing many natural wonders are ideal, however, for utilization as national parks and monuments.

Policies

The National Park Service, as will be shown later, administers four types of areas: the scenic, the historic, the scientific and the parkways. It is a policy of the National Park Service to preserve in unspoiled condition the natural scenery and peculiar characteristics of each area. No commercialization of fishing in the parks is permitted, no hunting is allowed, and no exploitation of timber or other natural resources is tolerated. Specimens cannot be removed except under supervision of Service officials for museums and other approved purposes.

Containing the supreme in interesting scenery and specific objects, it is the policy of the National Park Service to promote recreation and education opportunities for all the people.

*An Act to establish a National Park Service, and for other purposes, approved August 25, 1916, (39 Stat. 535).

Recreation and Education Interests Protected

Recreation and education of the types that satisfy the scientific, historical, physical, and spiritual hungers of people can be had by a hike or a tour and study of national park areas so richly endowed by nature. The National Park Service is constantly alert in protecting these irreplaceable wonders for present and future generations. Nothing in the way of man-made improvements is developed that would in any way weaken one's enjoyment or destroy nature's spectacular and inspirational displays found so abundantly in the national parks and monuments!

Other policies of the National Park Service are to render maximum service suitable to all pocketbooks; to limit fees and charges wherever possible; to provide roadways and trails for convenience and safety, located in places that protect the beauty of the landscape; to provide essential services such as sleeping, eating and other accommodations; to protect against all encroachments by private interests; and to keep essential controls in the hands of Government.

More Visitors in 1946

People visit the national parks for refreshment of mind and spirit. They engage in a large number of recreation and education experiences while gaining that refreshment. National Park Service officials experienced during the war-free 1946 season an increase in visitors over the previous record year, 1941. The delayed chance for thousands to see their first national park had at long last come, and those millions of people who formerly made regular calls to these meccas of beauty, rest and relaxation returned at the first opportunity. When automobile production liquidates the backlog of present orders for new cars, park officials expect to record a number of visitors that will exceed the greatest previous year.

Servicemen as Visitors

During the war, the national parks served thousands of those in the armed forces and people working in the war industries who needed recreational experiences to bolster their morale and working efficiency. During the war, the National Park Service areas, with their facilities for rich recreation experiences, inspired thousands of new visitors with their fairyland of unending wonders found only in our national parks! War weary veterans who had lost resilience and zest made quick and lasting recoveries after repose in the quiet serenity found in these havens of peaceful beauty.

Acreage of Units of the National Park System Grouped According to Classification*

Type of Area	Number	Federal Land Acres
National Parks	27	11,062,455.76
National Historical Parks	4	8,159.28
National Monuments	86	9,283,794.34
National Military Parks	11	24,012.94
National Battlefield Parks	1	684.44
National Battlefield Sites	7	248.32
National Historic Sites	10	8,176.33
National Memorials	9	2,004.63
National Cemeteries	10	217.01
National Parkways	3	55,019.05
National Capital Parks	1	27,790.36
Total	169	20,472,562.46

**The National Park System and Other Areas Administered by the National Park Service, June 30, 1946,* U. S. Dept. of the Interior, National Park Service.

As indicated above, ". . . on June 30, 1946, the National Park System contained 169 areas in various categories. In addition, four recreation areas are administered by the National Park Service under cooperative agreements with other federal agencies. For the Bureau of Reclamation, Department of the Interior, the Service administers Boulder Dam Recreational Area in Arizona and Nevada, and Shasta and Millerton Lakes Recreational Areas in California; and for the Corps of Engineers, War Department, Lake Texoma Recreational Area in Texas and Oklahoma. The Service also administers nine recreational demonstration areas pending their transfer to other agencies or until their permanent status can be determined." The total area of the National Park Service is considerably less than 1 percent of the total area of the United States, Alaska, and Hawaii.

Visitors to Areas Adminstered by the National Park Service*

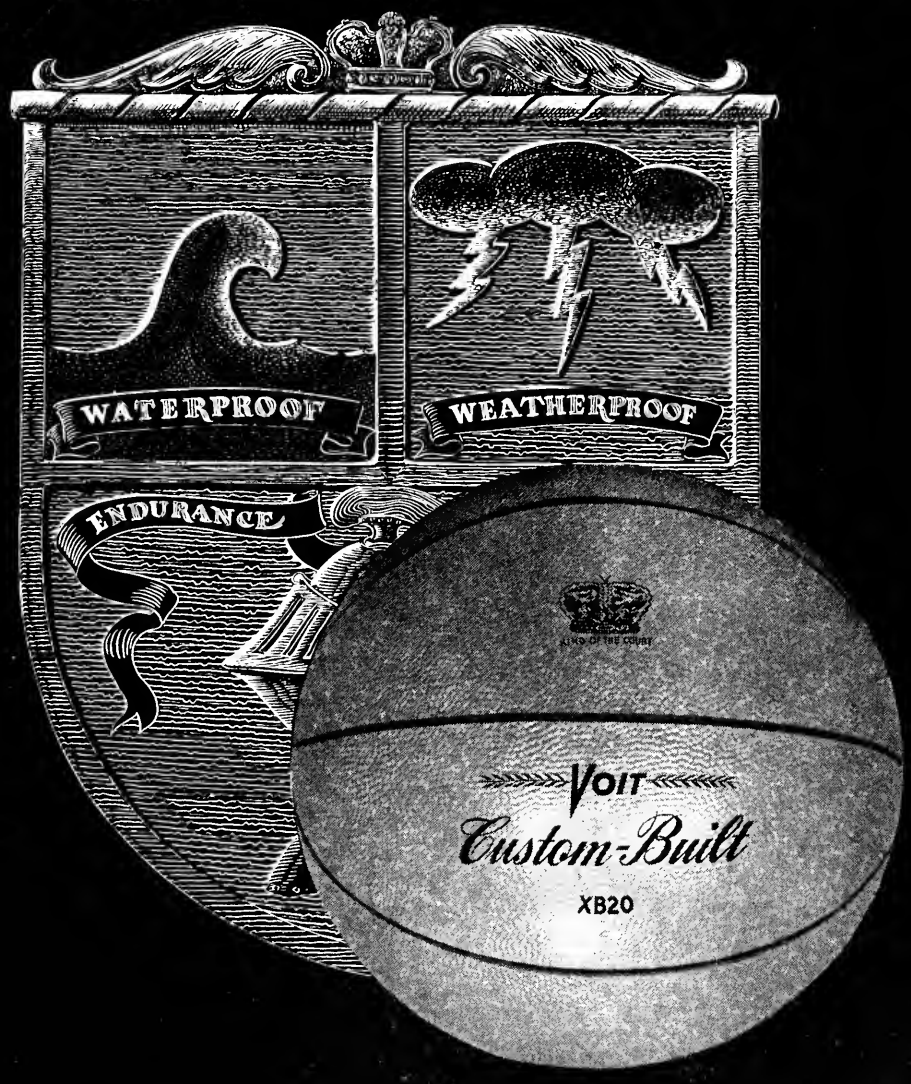
Visitors to:	1941	1943	1946
National Parks	8,388,909	2,172,706	9,351,973
National Monuments	3,684,320	1,590,168	3,571,882
National Historical Parks	1,078,541	355,923	886,404
National Historic Sites	186,419	211,222	742,936
National Battlefield Parks, Sites and Cemeteries	211,485	57,834	158,633
National Military Parks and Cemeteries	2,026,380	418,978	1,341,392
National Memorials (other than in National Capital Parks)	848,985	168,805	690,981
National Capital Parks Memorials	2,821,634	1,563,500	2,671,112
National Parkways	965,507	137,861	1,095,733
National Recreational Area	838,246	231,752	1,171,736
Grand Total	21,050,426	6,908,749	21,682,782

**Visitors to Areas Administered by the National Park Service,* United States Department of the Interior, National Park Service.

Facilities

The subject of recreation facilities is touched upon frequently throughout this article as policies, programs and planning are described. Therefore,

King of the Court



Introducing the finest basketball in the history of the game, the new XB20 Custom Built. This sensational ball is the result of 24 years of unending research — its performance proves its heritage.

the treatment here of the subject will be limited.

Since 1941, when the war started, relatively few recreation facilities have been developed in the national parks and the only large park area established since that time was the Big Bend National Park, in Texas, on June 12, 1944.

There is no intent on the part of park executives to install recreation facilities similar to those so commonly developed in city recreation departments, such as golf courses, playground apparatus, baseball fields, shuffleboard courts, horseshoe courts and the like, although Yosemite has a "pitch and putt" golf course and a swimming pool. Also, Mammoth Cave has four shuffleboard courts and a few tennis courts, but facilities of this type are generally considered inappropriate in national parks. Sometimes a few such facilities came with land acquisitions by the Service. Nothing of any sort which would tend to lose to any area its inspirational appeal will be constructed by the National Park Service.

National Park Service Photo

Skiing Yosemite National Park

Camping and Picnicking Facilities

At the present time, there are 9,319 free campsites which accommodate 37,276 people at a given time.* Also it is interesting to note that there are 53 picnic areas of various sizes in the national parks accommodating thousands of people annually.

Overnight Accommodations

For the thousands of visitors to the national parks who do not wish to camp out there are other types of accommodations which are furnished by concessioners under contract with the Department of the Interior. In many cases these facilities have been constructed by private capital in individual parks at costs considerably in excess of a half million dollars.

At the start of the 1946 season the tent and cabin, lodge, and hotel accommodations in the national parks afforded a total of 8,401 rooms, and they are capable of providing overnight sleeping facilities for 19,890 persons.

Trails and Museums

There are about 6,000 miles of trails, including combined foot and horse trails, and another 1,000 miles are planned. There are approximately 100 museums in the National Park System, including historic house museums. Many of these buildings house exhibits of great interest to nature study people, so they are listed as recreation facilities. The part played by the foot and horseback trails in the recreation program is evident.

*January, 1947.

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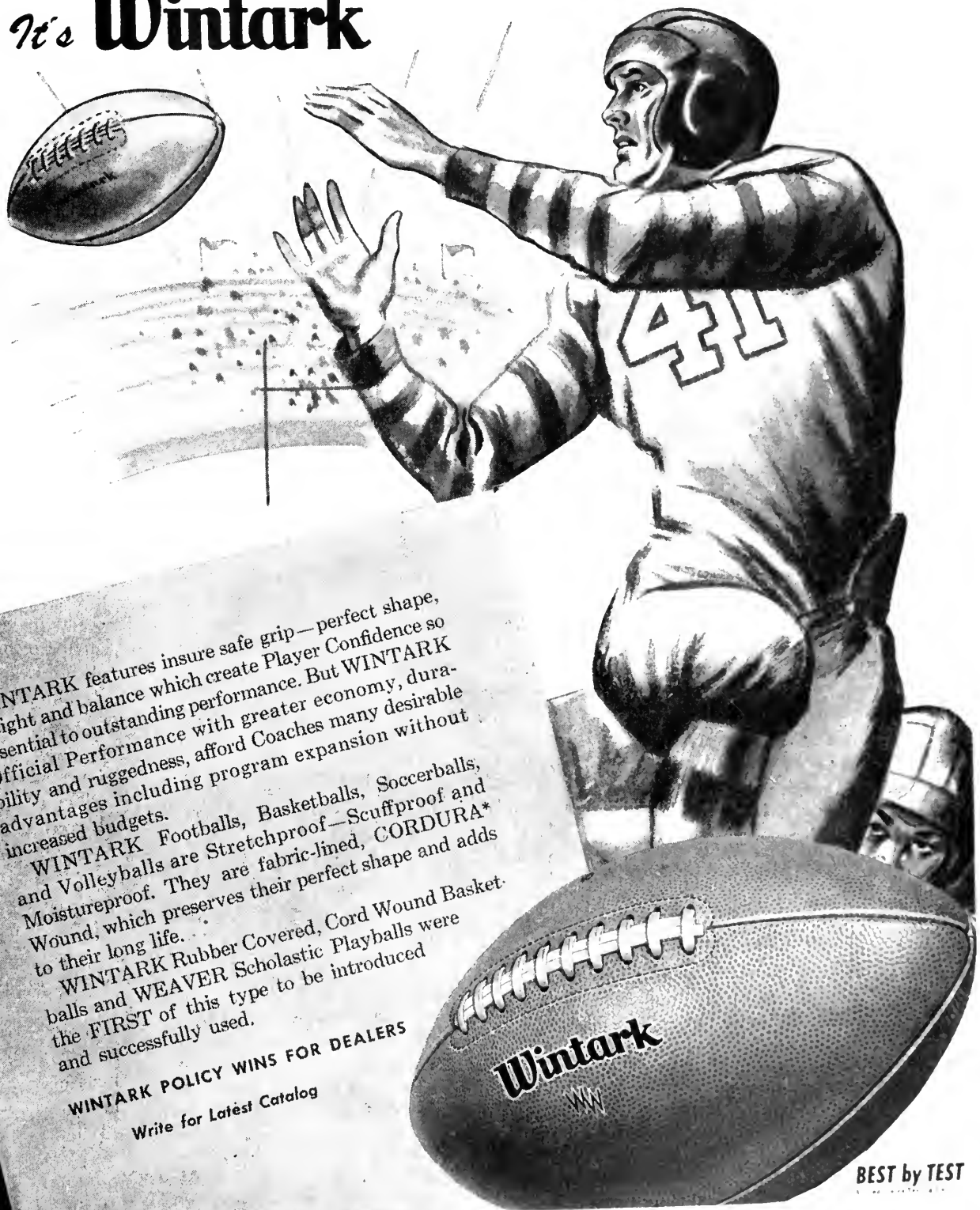

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BOX 71 . . . . SHAMOKIN, PA.

U. S. Forest Service Photo

"People visit the national parks for refreshment of mind and spirit."

National Park Attractions Superb

Judged by any standards, the scenic, historic, and the scientific features of the national parks are in the gold-medal class—superb! One practically exhausts the superlatives of our language when an attempt is made to describe all these wonders! The colors, the heights, the depths, the massiveness, the expansiveness, the freshness—so general in the parks—challenge the visitor's capacity for the absorption and assimilation of the beauty, grandeur and inspiration found everywhere.

Perpendicular buttresses of solid granite and rocks nearly a billion years old are often passed in stride by visitors—almost unnoticed or appreciated. Lava rock, stiffened by cooling millions of years ago, shows a history of shattering experiences, when cone tops were blown sky high only to create vast craters later to house many new cones which ultimately built up and became fused into still higher peaks at tremendous altitudes.

Contrasts in National Park Scenery

The person who really loves outdoor vacations is delighted with the contrasts of land, water and air found in the parks. From Telescope Peak in Death Valley National Monument in California, the visitor can see the lowest spot on the American continent, and by looking in the opposite direction from the same spot, can see majestic Mount Whitney — the highest peak in the United States. From burning desert sands, one can travel in a few hours to the fur-coat altitudes of rugged mountain ranges. From vast flat meadows with their deep forage grasses and meandering streams, it's only a few steps to steep narrow trails which lead to jagged peaks and sheer waterfalls of 1,400 feet. From boiling hot geysers to glaciers hundreds of feet thick, the scenes come and go. From deep caves to lookout pinnacles, the vistas can be varied almost at will. Fossils millions of years old imbedded deep in Rocky Mountain terrain are shaded by bluebells less than one day old. Fawns and woolly cubs stumble over petrified trees that block their paths —youth and old age—the aged and the youthful everywhere!

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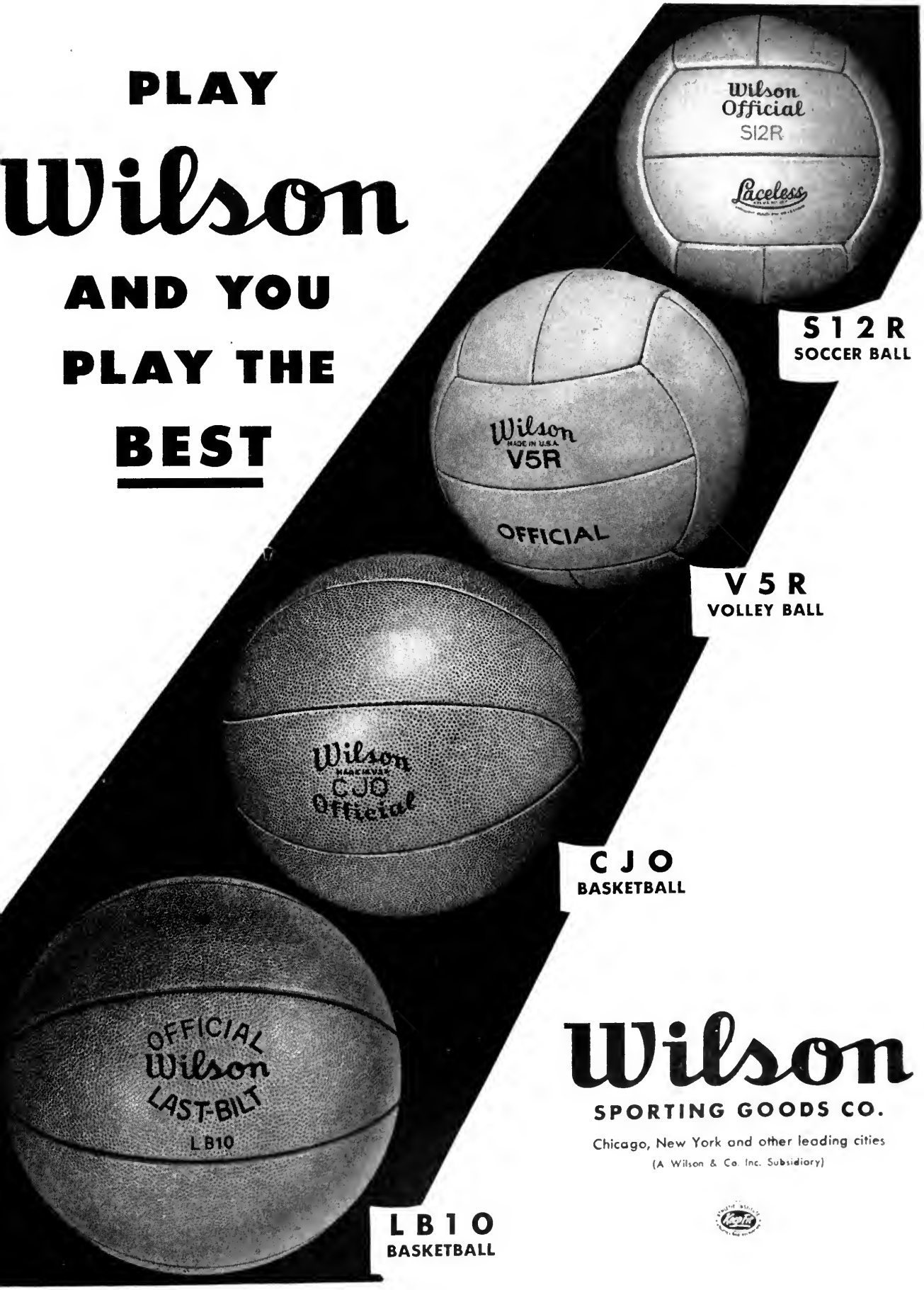

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Recreation Fundamental in National Parks

The dominant purpose of the National Park Service is to safeguard the inspirational and spiritual qualities of the magnificent areas they administer—always protecting the natural scenery and guarding the scientific and historical treasures found therein. By maintaining the units of the System in this way, people who come to see and use them are immediately refreshed in mind, spirit, and body. If recreation is interpreted in its broader, "dictionary sense" as "the act of re-creating, or the state of being re-created; refreshment of body or mind after toil; diversion; amusement"—then recreation within the National Park System is extremely significant.

From "A Study of the Park and Recreation Problem of the United States"

In the book entitled *A Study of the Park and Recreation Problem of the United States,* which was issued in 1941 by the National Park Service, United States Department of the Interior, we find some interesting results of a study made by the National Park Service in cooperation with the different states showing the use of state and national parks and also indicating the activities which were found to be most popular by those who visited the parks. This study, completed just before the war, showed that the people visiting the parks listed as their favorite activities, touring or sight-seeing, fishing, picnicking, and swimming. The activities which were next in popularity included camping, hiking, boating, nature study, sports and games, and horseback riding. Hunting was voted as one of the most popular activities of those visiting the parks, but it is interesting to note in this connection that hunting is not permitted in our national parks. Other activities which stood high in the voting of visitors included mountaineering, music, drama, pageantry, arts and crafts, photography, astronomy, sketching, painting, winter sports, history and archeology.

To many Americans, hiking, climbing, "packing-in," and horseback riding afford the most satisfying kinds of all recreation. They appeal particularly to the strong, younger citizens who are vigorous and adventurous by nature. These activities are especially popular in and near the national parks since they have not only quiet woods, towering mountains, tumbling streams and vast expansive deserts and plateaus, but they are near other great wilderness areas in the national forests nearby. In this study, the popularity of these sports may be judged by the fact that 152 groups with over 50,000 members now promote such activities. This we must remember was prior to 1941. In the questionnaires, 30 percent of those indicating their preferences included one or more of these activities as their favorites. National Park Service authorities are finding that winter sports are becoming increasingly popular and it is their intention to add to the facilities for these sports as rapidly as money can be found available.

Nature study programs have long been a special feature in the national parks. The ranger naturalists are too well known to those who use the parks to command much attention here. In the study it was indicated that nature study has not been too popular in the past. It is now becoming increas-

4-H Club members dancing Polish dances

U. S. D. A. Extension Service Photo

TAKE A GOOD LOOK AT ARCHERY

Within the past twelve months, almost every leading magazine and newspaper in the country has carried feature editorial material on archery. These features reflect the tremendous surge of archery participation. For good editors and publishers are always alert to trends and popular interests.

We suggest that every recreational director not already building his program around the sport, *take a good look at archery.* Archery has a strong, universal appeal. Archery is for all ages, both sexes, for the healthy and the infirm, the robust and the recluse. Archery is a proved builder of co-ordination, muscle, vision, perfect posture, and steady nerves. And, best of all, archery is true recreation.

You will find a Ben Pearson dealer near you, and you will be astonished at the beauty and inexpensiveness of the archery tackle he displays. Look him up soon. And meanwhile, for help in forming an archery club, archery class, or installing an archery range, write Ben Pearson. We maintain an advisory service especially for that purpose.

BEN PEARSON
PINE BLUFF, ARKANSAS

ingly popular. The national parks, providing as they do such outstanding attractions for nature lovers, make it possible for the park personnel to encourage programs that enrich the lives of visitors beyond words to describe. So popular has this form of recreation become that in a few national parks we now find junior nature study groups meeting on regular schedules throughout the season. These young people become interested not only in flowers, trees, and animals, but they are finding, too, much interest in such subjects as astronomy, geology and physiography. These nature classes also provide many opportunities for camera hunters.

Many visitors who have enjoyed recreation in the national parks will remember the part music played during their visit. Singing around a large campfire after twilight uplifts the spirit of the tired hiker. From such hours, campers gain new inspiration from these contacts with other people as they sing well-known songs together. Campfire programs in many national parks are enlivened by native songs around the campfire. Indian groups assist in this manner in such places as Glacier National Park and Grand Canyon National Park. Their dancing and music never fail to hold the interest of their "pale-face" visitors.

Many people, interested primarily in art, find almost unlimited subjects of interest in the national parks. Artists draw much inspiration from natural subjects found there and they love to paint birds, plants, and landscapes, while others confine their artistic talent to photographing these superb attractions. To quote directly from this park study: "Patterns of leaves, ferns, snowflakes, ripples on the sand and water are infinite. Shells, beetles and insects of all descriptions display excellent examples of line symmetry, color, form, and rhythm. The hills, the trees, clouds, sunset and large water surfaces have inspired many of our art treasures."

No doubt the National Park Service recreation program of the future will emphasize about the same activities we now find in the parks. This, then, will mean, in effect, that to increase the recreation opportunities in the national parks, more facilities will need to be developed for camping and picnicking, more skiing areas opened up, more museums and exhibits established, and more hotels, cabins and lodges built for the accommodation of visitors.

Typical National Park Recreation

Recreation as found in the national parks follows a definite pattern, just as city recreation department activities tend to conform to patterns regarded as typical of city programs. To give the reader a quick summary of such typical activities, the following list is quite representative of park programs everywhere:

- Boating
- Camera hunting
- Campfire programs
  - Talks
  - Singing
- Camping
  - Tents
  - Cabins
  - Lean-tos
- Fishing
- Hiking
  - General trail
  - Mountain climbing
  - Special
- Interpretive programs
  - History
  - Archeology
  - Nature study
- Lodge programs
  - Fireplace parties
  - Dancing
  - Singing
  - Special day programs and parties
- Picnicking
- Reading
  - Reference libraries
- Storytelling
- Swimming
- Trips
  - Guide-conducted
  - Auto caravan
  - Horseback
  - Pack mule
- Winter sports
  - Curling
  - Hiking
  - Skating
  - Skiing
  - Sleighing
  - Sliding "tin pants"
  - Snowshoeing
  - Tobogganing

Other Recreation in Parks

In addition to the so-called typical national park list of activities, there are several others that are found in national parks occasionally but not frequently enough to be regarded as typical. Here are a few such activities, most of which are found in only one or two parks:

- Canoeing (Isle Royale)
- Cross-country skiing (Lassen Volcanic)
- Firefall ceremony (Yosemite)
- Golf (Yosemite)
- Health bathing (Hot Springs)
- Launch riding (Yellowstone)
- Sailing (Isle Royale)
- Shuffleboard (Mammoth Cave)
- Tennis (Mammoth Cave)

Camping

Camping partly satisfies the urge for travel and the hunger for adventure as well as the need felt for fresh air, and a new life in the woods away from home. National parks everywhere are quite well provided with facilities to accommodate the camper who brings much of the needed equipment but looks to the national parks for a camp site, outdoor tables and benches, a fireplace, good water, wood and sanitary facilities.

Popular with Families

Families use these campgrounds by the thousands. As mentioned before, there are 9,319 camp sites in the national parks that will accommodate more than 37,276 people at one time. Campers are assigned by a permit system that usually limits their stay—often to 30 days. Most of the campgrounds are very attractive, and they are used constantly during the season. The National Park Service owns and operates all camp grounds.

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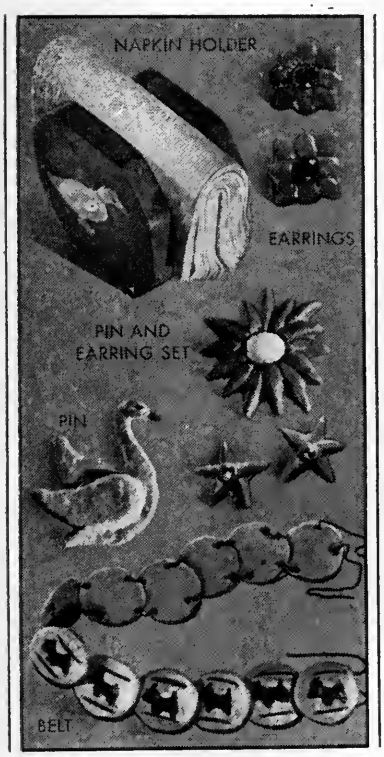

THE OBJECTS SHOWN in the panel were modeled with PLASTIC WOOD by students in the 7th, 8th and 9th grades in the Herron Hill Junior High School, Pittsburgh, Pennsylvania.

As the result of a search to discover a low-cost modeling medium PLASTIC WOOD was selected as ideal for the purpose. No preparation between classes was necessary. The modeled articles had a permanent quality.

THE TEST COURSE was conducted over an 8-week period at the Herron Hill Junior High School, using simple items available in every home—such as flexible wire, paper clips, small boxes, coat hangers, beads, felt, colored cords and safety pins.

• *Designs were just drawn on cardboard, either by tracing or free hand. PLASTIC WOOD was then added in thin layers as the modeling progressed. In fashioning the belt the following steps were taken. First, the design was drawn on a cardboard milk bottle top or a similar piece of cardboard; second, PLASTIC WOOD was applied in a thin layer to the underneath or back-side of the disc; third, PLASTIC WOOD was modeled in a thin layer around the design; and fourth, the design itself was modeled in relief with PLASTIC WOOD.*

• *The holes through which the thin leather thongs are laced, to hold the discs together, were made with a pin or a piece of wire while the PLASTIC WOOD was still soft. When dry, each section was sandpapered to a smooth finish, painted and decorated. Any type of paint, nail polish, areoplane "dope" or varnish is practical for a bright, colorful finish.*

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Boating

Boating of various kinds is available in several national parks. Most parks provide prospective guests with attractive folders describing park attractions and giving services and charges so trips can be well planned.

Hiking

The trails and roads that have been built in the national parks during their 74 years of existence have developed into the most interesting passageways in America. Their winding courses over 6,000 miles afford the public an opportunity to study and enjoy the tremendous wonders of the ages at close range for the first time.

Varied Trails Meet Diverse Wants

Trips in the parks are made to order for every persons and every taste. From short strolls over plank surfaced sidewalks to the climbing of precipitous ice cliffs above the tree line, the visitor can find the challenge that fits his energy, endurance, daring and resourcefulness. Water level walking can be had for those whose strength is limited. Trails vary from this to those where the participants are chained together for mutual protection and assistance as they clamber over the yawning canyons or deep fissures in the alpine peak climbing expeditions so popular with the younger visitors whose energy and enthusiasm know no bounds.

Many trails are made to accommodate the horseback riders and the mule pack trains for those making longer trips. Many trails are chiseled out of perpendicular mountainsides of stiff lava rock or solid granite. Lassen Volcanic National Park has some of the former type and Yosemite has examples of the latter type.

National Park Service Photo

Fishing is a favorite activity

Winter Sports

Much emphasis is now placed on winter sports in national parks located near large population centers where heavy snowfalls are found and winter access roads can be maintained. It is estimated that more than 300,000 people participate annually in winter sports.

According to the Director's Office, "Winter sports are enjoyed in 10 to 15 areas in the National Park System, including Mount Rainier, Crater Lake, Lassen Volcanic, Yosemite, Sequoia, Kings Canyon, and Olympic National Parks in the west; Rocky Mountain National Park in the Rocky Mountain Region; and Great Smoky Mountains, Shenandoah, and Acadia National Parks in the east. Mount McKinley, Glacier, Yellowstone, and Grand Teton National Parks receive only a limited amount of use because of their poor geographic location with respect to centers of population.

Fishing*

The Fish and Wildlife Service of the Department of the Interior cooperates with the National Park Service by carrying on research relating to the fish and animal resources of the parks. The results are applied by the National Park Service in its administration and management, the objective of which is the perpetuation of the wildlife resources. Several states help the park officials in restocking lakes and streams with thousands of fish. In three instances, fish hatcheries are located in the national parks and they attract thousands of visitors annually.

Nature Study

The national parks are rich in resources for nature study. Flowers, trees, and wildlife of all

**General Policies of the National Park Service Governing Fish Planting and Distribution*, National Park Service, U. S. Dept. of the Interior.

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kinds are within easy reach of all. Species of shrubs, insects and reptiles are found in almost unending variety. A book could be written on the geographical, topographical and geological features of parks and monuments. Park personnel are trained to protect these resources from destruction so that they will continue to be adequate for the enjoyment of future generations. The majority of the national parks have museums and some have several with various subjects.

Wildlife Resources

The national parks are rich also in animal resources, and National Park Service personnel intend to keep them that way. From the point of view of recreation, the animal life in the parks makes hiking far more interesting and camera hunting more successful and nature study far more profitable.

Recreational Demonstration Areas

The National Park Service provided attractive recreation areas and facilities for millions of people at a low cost when they developed 46 federal recreational demonstration areas in 24 states. Most of these have been turned over to the states. These areas totaled approximately 400,000 acres and cost about $4,500,000 for land acquisition.

Land considered unsuited for agriculture or industry was selected and the areas were acquired largely in 1934 and 1935 with Federal Industrial Recovery Act funds allocated for this purpose through cooperation with the Resettlement Administration. Later in 1936, the National Park Service was given the full responsibility by the President for management and development of these lands. These areas included within their boundaries thousands of miles of clear streams, many natural and artificial lakes, interesting rolling topography and, in most cases, excellent forest cover.

These demonstration areas were usually developed within 50 miles of large centers of population so they were readily accessible to the people using them. Organized camps were planned primarily to meet the needs of social and welfare agencies unable to finance the purchase of land and construction of their own facilities, but they were also used by other organizations such as Boy Scouts, Girl Scouts, Y.M.C.A., Y.W.C.A., 4-H Clubs, and by members of youth hostels and similar groups. Sites included attractive woodland areas, so the many beautiful sites inspired interest in recreation on the part of users. Facilities for recreation users included such items as boys' and girls' camps with all the accompanying buildings and facilities, such as lodges, bathhouses, playing fields, central dining and recreation halls, staff and helpers' quarters, sleeping cabins, sanitary facilities, picnic areas, and swimming and boating facilities. Areas were developed to look attractive—dams were built, lakes formed, streams cleared of debris and the whole environment made attractive.

It was not the intention of National Park Service officials to continue operation of the recreational demonstration areas indefinitely. Quite the opposite was practiced, and now in 1947 we note that all except six of the 46 areas have been disposed of either by inclusion in the National Park System or by transfer to federal or state agencies. Twenty-eight areas and a portion of another have been turned over to the states to operate. Most of the states later made arrangements to lease the organized camps to camping agencies on seasonal or short-term permits. State officials were glad to have these areas developed and their cooperation was sought in every instance before plans were detailed or construction started. By conferring in advance on all matters relating to sites, developments and future administration of areas, no major difficulties have been experienced in the continued use and maintenance of these attractive areas.

Cooperation with Other Federal Departments

The National Park Service actively cooperates with several federal departments and bureaus for their mutual benefit. In the past there have been instances of such cooperation in their cooperative fire fighting work with the Forest Service, in the Department of Agriculture. Another example is their cooperative work with the Fish and Wildlife Service, in the Department of the Interior. The work and results accomplished by the latter bureau's research specialists are proving most helpful to the National Park Service staff as they too are greatly interested in fish and wildlife conservation—as are the park visitors.

Inter-bureau Agreements

Inter-bureau agreements approved by the respective secretaries of the departments involved are well established, traditional arrangements for getting most effective results. When inter-bureau committees work on a problem, they make such surveys and studies as may be necessary, and draw up tentative plans. They may call upon scientists, skilled technicians or other specialists from other departments for expert opinions, or they may engage the assistance of some outside organizations. After plans and procedures have been

cleared and completed by all interested departments, we can feel relatively assured that the best possible developments, from the standpoint of the people to be served, will result. Other agencies constantly look to the National Park Service for advice on recreation projects.

Cooperation with the Bureau of Reclamation

Numerous examples showing cooperation of the National Park Service with the Bureau of Reclamation and other agencies could be cited. A few years ago when a number of projects were being planned in the Colorado River Basin, the Bureau of Reclamation requested the National Park Service to cooperate by studying the Basin from the viewpoint of determining its recreational resources and formulating recommendations for their protection and use.

Other agreements with the Bureau of Reclamation, approved or pending, provide advances of funds for National Park Service investigations of reservoir sites in most of the 17 western states outside of the Missouri River Basin. These investigations range all the way from preliminary reconnaissance surveys of recreational potentialities of possible future reservoir sites to the preparation of recreational development plans where construction has been completed or where it is scheduled.

Missouri River Basin Recreation Survey

This survey was initiated early in 1945 under a cooperative agreement with the Bureau of Reclamation. In July of that year, however, the agreement was superseded by an Order of the Secretary of the Interior which directs the coordinated study of the Basin by the Department's bureaus concerned and also the conduct of work as required in connection with the program of the Corps of Engineers. Since then the National Park Service has continued its recreational investigations and planning as an integral part of the Basin program.

Cooperation with the Corps of Engineers

The Flood Control Act of 1944 authorizes the War Department to undertake recreational developments in connection with its reservoir projects, either directly or through agreements with other agencies or individuals. Shortly following its enactment the Chief of Engineers requested the National Park Service to investigate and report upon the recreational aspects of reservoir sites under control of the War Department. Since the spring of 1945 the Service has investigated more than 135 of these sites, and many more are scheduled for investigation. Unlike the Bureau of Reclamation, however, the Corps of Engineers prepares its own plans—with the National Park Service serving in a consulting capacity in cases where specifically requested.

National Park Service Administration of Recreational Areas

In a few instances where the recreational resources of reservoir projects are at least of regional significance, the National Park Service, upon request, has assumed under cooperative agreements

4-H Club studies nature at camp

U. S. D. A. Extension Service Photo

the administration of a few recreational areas in addition to planning and development. This is true with respect to the Bureau of Reclamation's Shasta Lake and Millerton Lake areas in the Central Valley of California, Boulder Dam in Arizona and Nevada, and the Corps of Engineers' Lake Texoma area in Texas and Oklahoma. An agreement providing for similar administration of the Coulee Dam Recreational Area in the State of Washington is now pending. Services performed by the National Park Service under these agreements are comparable to those which it has furnished for some years at Boulder Dam Recreational Area.

Cooperation with the States

In working with the states in recent years, the National Park Service seldom deals with personnel below the state level. Assistance consists largely of the use of Federal specialists by the states and guidance and advice in technical matters. As a result of cooperative arrangements with the states, the development of state parks has been greatly accelerated.

Work with States to Increase

There seems to be a feeling among most park people that the next great expansion will come through the machinery already set up in the 1936 legislation to help the states expand their areas and developments. The National Park Service has already shown that this law provides an excellent aid to the states, but the sources of help inherent in the provision have not yet been exploited to the satisfaction of the National Park Service and of the states.

Throughout this article repeated references are made to the word conservation. Usually this word was used in referring to the land, trees, flowers and wildlife. Consideration of human conservation, the greatest of all, must be kept paramount as planning for the future in parks goes forward. Parks must be adequate in size and number, developed with people's interests in mind. They must be easily accessible, and they must be administered and regulated for the comfort of all. Of things in the world, the national parks are the people's most beautiful, interesting, satisfying, inspiring and spiritual heritage. Let's all help to keep them that way!

The Future of the National Park Service

During the war years there was no incentive to publicize the national park attractions as travel restrictions kept people home regardless of their hunger for recreation. During this period, however, the Director and his assistants were dreaming of the brighter future and thinking up new developments to meet the needs of greater numbers of visitors. Planners were busy and as a result the Service has long-range plans developed for three, five, yes, even ten years in advance! Substantial improvements badly needed will therefore move forward without a planning hitch as soon as appropriations, materials and manpower are available. Master plans, comprehensive in scope, have been developed for every area in the System covering many needs, from new structures to more and better trails and roads.

The Director Speaks

In discussing the future of the Park Service, the Director, Newton B. Drury, said that since the war is over, "We hope to do what we were doing before the war, but to do it better." He estimated that in the period immediately following the war it would take about $1,200,000 during a three-year period to put the park areas into condition for postwar use. In his 1945 *Annual Report* he stressed the importance of rebuilding the National Park Service personnel to better than prewar standards and he specifically mentioned the urgency for employing more naturalists and historians to take care of the increased number of visitors expected ". . . since the visitors desire both to see and to be informed about what they see. . . ." In this *Report* the Director also mentioned the importance of keeping plans up to date so that when money becomes available, there need be no delay in making quick progress. Mr. Drury says, "The National Park Service looks upon itself as the guardian of perhaps the greatest living and testamentary trust ever established." If public support can be reflected in Congressional appropriations, we have little to fear relative to the future of our national parks!

"Our constitution guarantees everyone life, liberty, and the pursuit of happiness. I am positive that those who drew up that document had in mind the idea that people should always have the right to enjoy themselves, and that no one should ever be given the privilege of buying out . . . all of the lands and waters, the forests and the mountains, for his own private use, thus depriving the rest of the people of their privilege of using them."

—*Conrad Wirth* in *1940 Year Book, Park and Recreation Progress.*

Recreation in U. S. Office of Education

EDUCATION TOUCHES the lives of all our people at one time or another, either directly or indirectly — and the United States Office of Education is the service agency of the Federal Government to educational institutions, public and private, throughout the country.

One of the objectives of education as stated by the Office of Education is "wise use of leisure." The contribution to the recreational life of our citizens made by the schools is tremendous. The scope and influence of the schools' recreation programs become clearer after we consider the recreation and related subjects taught, the recreation activities practiced, and the number and value of the facilities used.

Sometimes even educators find it difficult to distinguish between educational and recreational activities, as the line which divides them is often a very thin one. Then, too, it is generally agreed that some educational activities have many recreational outcomes, and frequently recreation programs are highly educational. Learning to swim in a school class is usually classified as an educational experience, yet the same students, swimming after school hours, are said to be enjoying recreation. A group of children on a nature study hike in a large city park may be having a wonderful recreational experience as a part of a broad community recreation program, yet that activity is considered highly educational in character. Numerous activities, like baseball, tennis and golf, are found in school physical education courses of study, and these activities are actually taught in the regular school classes and new skills are developed. The same sports, when played joyfully on the playgrounds and athletic fields throughout the country, are classified under recreation. When many school subjects are analyzed in this way, it becomes apparent that much recreation is promoted in schools, either during the class instruction hours, or as a part of the total activities program sponsored by the schools.

School recreation programs include activities which can be continued in adult life as well as those which give satisfaction during school life. Examples are such physical recreation activities as tennis, golf, volleyball, music, dramatics, arts and crafts and hobbies.

In this article recreation is considered in very broad terms, which will be apparent later, where the contributions made by the schools are recognized.

Recreation Approved By Educators Today

Recreation has become quite generally accepted throughout the country as a regular part of school programs. School people have long since regarded recreation as an essential need in helping people to prepare themselves for the worthy use of leisure. This principle was laid down as one of the objectives of education by the Commission on the Reorganization of Secondary Schools prior to 1918.

There was a period, which extended to about 1941, in which

For physical fitness and recreation

U. S. Office of Education Photo

many school authorities were very reluctant to make their school grounds, buildings and equipment available to school or community recreation directors. They were greatly perturbed when minor damages were inflicted on school property, and they were very concerned about the increased costs of supervision of the school grounds when adults as well as children frequented their athletic fields and playgrounds. Then, too, there was the problem of increased janitorial services required, and costs for supplies and maintenance, all of which tended to increase school budgets. In overcoming some of these attitudes, it was necessary in many communities to provide better supervision, and to work out methods of financing which tended to compensate the school authorities for the extra expense involved. The attitude of school officials towards the use of school facilities for recreation purposes is increasingly friendly throughout the country today, as we shall presently see.

Work of Physical Education and Recreation Specialists

In order to convey to the reader some of the typical duties being performed by the specialists in the U. S. Office of Education who are interested in recreation, a few of their affiliations and some of their specific duties are briefly mentioned. Mr. Frank S. Stafford, Specialist for Health Instruction, Physical Education and Athletics, Division of Secondary Education, is Chairman of the Office Inter-Divisional Committee on School and College Health Services, Health Instruction, Physical Education and Athletics. He has cooperated with many national organizations interested in recreation.

The specialists in health, physical education, athletics and recreation are frequently called upon to promote institutes and special meetings throughout the country dealing with recreation as well as physical education and athletic problems. The offices are always represented in such conferences as the National Recreation Congress, held each year under the auspices of the National Recreation Association of America. Many organizations refer often to these offices for speakers to serve at annual or other meetings of special interest to physical education and recreation people. These specialists are frequently consulted for answers on all kinds of problems relating to physical education, health and recreation. A large number of inquiries are handled through correspondence. The increasing number of inquiries reaching these offices from all parts of the country indicate a great and expanding interest in school and community recreation. Frequently communities seek such information as to ways and means of organizing their schools or communities, in order that they may render the most efficient recreation services to the people.

By way of summary, here are a few of the techniques used by the specialists, who are in a strategic position to influence recreation in the schools throughout the country.

Providing training courses for leaders.
Holding workshops and institutes throughout the country.
Being represented on many national organizations interested in recreation and related fields.
Holding individual and group conferences with people seeking recreation information.
Working with other government bureaus on subjects relating to recreation.
Corresponding with people throughout the nation.
Issuing leaflets, periodicals, bulletins and news items, and in other ways.

Kinds of Recreation Promoted

In the early history of our country, school recreation was usually considered some form of physical activity, such as rigorous athletic sports and games. As the prejudice against play and recreation eventually diminished, the scope of school recreation became much broader, tending toward a greater variety of recreation activities.

There are many types of instruction in the public schools which give training in subjects more or less related to recreation. More and more as school recreation programs expand, activities outside the physical education and related fields are being emphasized. Cooking in domestic science classes within a school may be regarded as hard work or as a bore to certain girls who do not enjoy that subject. However, if cooking is offered as a recreation activity during a vacation period in exactly the same school environment, many girls will derive much benefit and enjoyment from the classes taught. In other words, the instruction is not changed much, the environment may be the same, but the attitude of the pupil is receptive and cooking then becomes recreation to such girls. The same comparisons might be made for quite a number of the traditional school subjects such as music, rhythms, drama, arts, crafts, nature activities, reading, just to mention some. School vacation recreation programs in some of the better organized states now include some or all of the subjects and activities mentioned above. These enriched recreation programs encouraged in so many of the schools today provide students with rich skill resources which make for their greater recreation enjoyment.

School Facilities for Recreation

Many schools are almost ideally located and laid out, equipped and furnished for well-appointed community recreation programs. Often the modern school campus, together with its gymnasiums, swimming pools, athletic fields and modern buildings, provides a most attractive setting and environment for a community-wide recreation program. Even the most humble school is almost sure to possess some areas or facilities usable in the promotion of a recreation program. In fact, in many rural communities the school affords the only public recreation facilities available. Schools also have the natural advantage of being usually well distributed to serve the children and adults needing recreation. There are no figures available to show the value of all the school facilities used for recreation purposes, but in his 1943-44 report, Commisioner Studebaker reported that the value of all public elementary and secondary school property was $7,928,129,584 in 1944.

It has become increasingly common to find school equipment being made available for recreation programs in addition to school playfields and buildings. In certain school districts in California, for example, the city directors of municipal and school recreation programs often have the free use of school orchestra and band instruments, school wood shops with tools, domestic science cooking rooms with dishes, motion picture projectors and films, art rooms with handcraft supplies, auditoriums with full stage equipment, athletic fields and equipment, gymnasiums, swimming pools and children's playgrounds with all physical education supplies being made available.

Intramural Athletics for Boys

For many years physical education teachers and school administrators have wanted to promote intramural programs in athletics that would reach the majority of boys in the high schools and colleges. School executives everywhere agreed that if this could be done, it would mean the realization of one of their objectives of education, and yet only a minority of the secondary schools have developed adequate programs. The things which have hindered the full development of intramural programs in most schools have been the lack of personnel, inadequate money and lack of space. The complaint most usually heard is that most of the personnel available are assigned to the interschool athletic game programs where most of the student body money for such activities is spent. Also the teams which represent the schools in the various sports usually absorb all of the facilities available within the average school.

In spite of these handicaps, however, an increased emphasis is being placed on the importance of intramural programs throughout the country today. Some school districts now have excellent intramural programs under way, in which the majority of the students enrolled are given ample opportunity to participate. In spite of the fact that no one disagrees with the theory of intramural activities within the schools, the fact remains that such programs are effective today in only a small percentage of our secondary schools.

After-School Playgrounds

Elementary School Playgrounds

Many boards of education today provide funds for the employment of recreation leaders who promote recreation programs for elementary school boys and girls on their school playgrounds during after-school hours. When such programs are sponsored by boards of education, school supplies, facilities, areas and personnel are usually made available. If the playground is supervised by an outside agency, such as a city recreation department, the personnel frequently comes from that source, while the schools provide the buildings and playgrounds. The utilities in such cases may be paid by either agency.

The general program of activities in large cities is usually outlined in some central office and the trained leadership on the playgrounds schedules the activities and directs them. In the better developed urban centers, activities are carried on inside the school buildings as well as outside on the playgrounds, and the activities are not only physical in type, but include many others such as handcrafts and dramatics. These playgrounds are usually open for one or two hours after the close of school each day, although in some cities they are open longer, even extending into the evening hours, where night lighted playgrounds are available.

After-School Recreation for Girls in Secondary Schools and Colleges

Since inter-scholastic and inter-collegiate sports are not generally recommended for high school girls and college women, the after-school program for them is usually patterned more or less after the intramural type of organization. One of the main objectives of these programs is mass participation; a serious attempt is made to reach every girl, and many schools have developed excellent programs.

Recreation in the Extended Day Programs

As education and recreation programs were planned for children of working mothers during the war, many children were under the protective care and influence of the schools all day. Often these schools were open Saturdays, Sundays and during vacation periods. As an important part of the extended day programs, a broad recreation program was organized which contributed to the all-around physical, mental and social development of the children.

U. S. Office of Education Photo

School grounds—vacation playgrounds

School Vacation Playgrounds

Vacation-time playgrounds promoted on school premises have assumed an important place in the recreation life of many school districts below the college level. These programs are especially well developed in many of the larger urban centers, although it is encouraging to note that many smaller cities and towns in recent years have started programs. Vacation playgrounds attract children of all ages in great numbers. Boards of education are now eager in many places to vote adequate sums to support such programs. These school playgrounds are usually open under the supervision of well-trained recreation leaders. Many schools today provide recreation programs which are scheduled from 6 to 10 hours per day, from five to seven days per week throughout Thanksgiving, Christmas, spring and summer vacation periods. In many communities these school programs are coordinated with municipal recreation or park department programs, so that the entire community is fully covered.

Many of these programs feature all kinds of playground games, including the highly developed athletic sports often played in competitive leagues; crafts; music; dramatics; home talent programs; girls' play day programs; family night programs; social recreation activities; and tournament play in many games such as croquet, marbles and paddle tennis.

Recreation in Adult Education

Educational thinking has progressed a great deal from the days when educational opportunities were considered restricted to children in day schools. In states now promoting extensive evening schools and adult education programs, many schedule rather complete assortments of physical education classes. Those related to recreation most commonly offered, include instruction in individual and team gymnasium sports, aquatics, some form of dancing and social recreation. Recreation interests are also satisfied in many other departments of the modern adult schools today. Among such other departments we find as examples, music and art in some for, handcrafts, shop work, and science which often includes nature activities in some form. Directors of adult education are usually administrators who have had some experience in regular day school programs, and they usually recognize the place of recreation in school programs and provide for it.

Influence of Physical Fitness Programs on Recreation

One of the greatest influences in strengthening school physical education courses of study in recent years was the war with its demand for fitness. Motivated by war needs, boards of education everywhere were urged by the U. S. Office of Education to expand and improve their physical education programs and this was done in most schools.

Recreation in the Physical Fitness Program

Physical fitness meant the difference between life and death for many entering the armed forces. Schools were urged to schedule daily classes in physical education and increase the minutes per day and the hours per week, in those schools not already having adequate time allowances.

The program for boys included aquatic activities, athletic sports including vigorous team and individual sports, recreational type of team and individual sports, group games, relays, combats, gymnastics, ranger activities, and open country sports. The emphasis was upon vigorous participation and corrective procedures and practices. The importance of having each student develop strength, endurance, agility, coordination and flexibility was stressed. The girls' program was stepped up appropriately to meet their wartime needs. From a recreation point of view, these fitness programs accelerated skill-learning in many recreation games and athletic sports. Hundreds of students learned how to swim, to box, to wrestle, to tumble and how to play for the first time.

Influence of War Upon Recreation

World War II brought to the attention of people generally that there were certain neglected areas in public service, and one of these was recreation. The Federal Office of Education, the state departments of education, county and city school districts, as well as other federal, state and local governmental agencies, all became aware of the importance of recreation to the cultural life of the people, and they immediately took inventory of what was being done in this field, and a large number of them increased their programs where gaps in the services were found.

Effect of War Upon Recreation Facilities

The war brought to light the fact that many communities throughout the country and many school districts have not provided an adequate number of recreation buildings and other facilities. Many school authorities, alarmed at the lack of fitness on the part of our youth and older citizens, became interested in building more effective physical education and recreation programs. Bond issues were passed by overwhelming majorities in many school districts throughout the country, and gymnasiums, swimming pools and new athletic fields and playgrounds were planned. Many of these facilities have been planned as living war memorials, and the public has supported many bond issues which included this popular appeal. School building in most cities has become a part of community long-range planning. Often in the plans being made for the construction of the so-called academic units, arrangements included accommodations for those people in the communities who wish to use these units for recreation purposes a part of the time. After the war was over, the scarcity of building materials, high costs, labor shortage, and other unfavorable conditions have made it most difficult for the schools to catch up in the construction of the many seriously needed buildings and facilities.

Office of Education Clientele

In this report statistics for the year 1941-42 are used to show the tremendous scope of the nation's schools. Those figures are more valuable than the later ones which are available since they help to portray conditions in education just prior to the war. Statistics recorded during the war emergency period indicate conditions which are not representative of education as we think of it in normal times. Some statistics as late as 1946 will, however, be referred to throughout this article which will give the reader an up-to-date knowledge of certain trends and conditions in education today.

Number of Schools

In the fiscal year ending June 30, 1944, there were 169,905 public elementary schools in the United States, excluding kindergartens, and 28,993 secondary schools were listed in the card files of the Commissioner. During the same year there were 557 public colleges, universities and professional schools and 1,140 private schools of the same classification. In the fiscal year ending June 30, 1942, there were 10,285 elementary and 3,011 secondary, privately-controlled schools in the country.

School Enrollments

In 1933-34, 29,291,235 school enrollments were recorded in all elementary and secondary schools,

public and private; in 1941-42 the enrollments were 2,011,197 less, which represented a drop of 6.9 percent. The total enrollment in full-time day schools for 1942-43 was 29,163,039, of which 25,448,450 were in the publicly-controlled schools, and nearly 4,000,000 were in private schools. Of the total number, 20,418,231 were in kindergarten and elementary schools, 6,933,265 were in secondary schools, and 1,403,990 in higher education. The 1943-44 figures showed the effects of the war on enrollments as only 5,553,520 pupils were enrolled in the public high schools that year.

Rural and Urban Distribution of Pupils

The 1940 U. S. Census showed that 14,703,957 children in the 5-17 year age bracket lived in urban communities—incorporated places over 2,500 population, and 15,041,289 lived in rural territory. The urban communities had 37,700 school buildings, while the rural territories had 189,062. Urban school buildings are usually large and rural buildings much smaller. It is also of interest to note that the former communities had 419,816 teachers, principals and supervisors, and the rural pupils kept 455,661 of them busy!

School Population Increasing

In 1940 there were 2,205,000 children 6 years of age in the country, and the Office of Education quotes Scripps Foundation for Research in Population Problems as saying there will be 2,857,000 children of that age in 1948. The 1940 U. S. Census Report shows there were 28,930,000 children in the 5-17 age group in 1940. School districts in many parts of the country do not have enough classroom space to accommodate the new wave of school population.

New Plan of Organization for Office of Education

The 1944 Annual Report of the United States Office of Education includes "A Plan of Organization to Improve the Service of the U. S. Office of Education — a 3-Year Program of Development." In this report the Commissioner of Education, John W. Studebaker, explains how the plan of reorganization was over a year in the making and how it was needed in order to meet new conditions in the country brought about by new economic conditions and the war. He pointed out that his entire staff participated in the preparation of this plan and that the proposals do not involve the difficult questions of new or additional financial grants in aid of education in the states. The plan is attractively diagrammed in Chart I* of the Commissioner's Annual Report. It shows at a glance how the Office of Education is to be reorganized.

Combined Thinking Created Plan

In planning the reorganization of the U. S. Office of Education, Commissioner Studebaker consulted with educators, representatives of schools everywhere, including subject specialists and prominent lay people interested in education and officers and members of educational organizations and others.

Provision for School-Community Recreation

The reorganization plan provides a section for School-Community Recreation, headed by a Chief. When this position is activated and other workers become available, this section will have 12 professional positions, with titles as follows:

- Assistant Chief
- Specialist for Training Recreation Leaders
- Specialist for Organization of School-Community Recreation
  - Assistant for Adult Recreation
  - Assistant for Youth Recreation
  - Assistant for School Camps and Camping
- Four Research Assistants
- Two Field Service Consultants

Recreation Boosted in Office of Education

As the Office of Education has only two specialists now, who deal with recreation on a part-time basis, those interested in school recreation throughout the country will be greatly encouraged by the provision for additional specialists who will work in this area under the new organization plan. This larger recreation staff will make it possible for the Washington office to supply vigorous leadership to state boards of education throughout the entire country. No doubt this larger staff will bring such an impetus to recreation development throughout the country that more states will become interested in strengthening their recreation staffs, or establishing recreation divisions, if they do not already have them, all of which will result in greater emphasis for recreation closer to the people needing it.

It looks very much as though the schools were in the recreation field to stay. Whatever organization pattern may be adopted in the future by a community for its recreation, this much is certain —its school buildings, facilities and school personnel will be an important part of that plan.

*Since appearing in the 1944 Annual Report, the plan has been slightly modified.

Services Available Through The National Recreation Association

(In thinking of federal services available, it is important to consider also non-governmental national services already available, such as the following services that may be secured through the National Recreation Association.)

District Field Service to Local Communities

FIFTEEN (15) district field workers are each charged with the responsibility for helping a definite group of cities maintain and extend their gains and enlarge their programs. Another worker helps with special emergencies arising in various areas. Many cities have in writing asked the Association to render this service.

Exchange of Recreation Information Between State Government Bureaus Active in the Recreation Field

Four workers (three full-time and one part-time) are giving field service to the various bureaus in state governments which are providing recreation as a part of their total program. The state bureaus include state park departments, conservation departments, forestry services, departments of education, extension departments of state universities, and state planning boards. Information on what is being done in one state bureau is carried to the corresponding state bureaus in other states and there is clearing of information between the bureaus within the states. Many governors and state leaders are asking for information as to what is being done in the recreation field by the other state governments. This service enables the Association to pass on such information to the various governors and others as the requests come in to the National Recreation Association.

Special Field Service for Colored Citizens

A field worker on recreation for colored citizens is provided for the more than 150 cities which have programs available for Negroes. These cities look to the Association for help in extending their programs and achieving substantial progress. A second worker helps with special emergencies in post-war planning. A special field worker is assigned to recreation for colored girls and women. Many additional cities are served through correspondence and consultation at headquarters.

Recreation Personnel Service

The Recreation Personnel Service helps cities and private agencies and state government and federal government bureaus obtain trained recreation workers and assists recreation workers in finding positions suited to their capacities.

Apprentice Fellowships

Budget provision is made to train four apprentice fellows for one year. These apprentices secure their training in local recreation systems. The income from the Henry Strong Denison Fund provides for part of this service.

Recreation Areas and Facilities Service

A specialist in recreation areas and facilities is provided, a trained landscape architect with successful experience in the recreation field, continuously studying the best developments in the design, construction and maintenance of recreation facilities and clearing this information among all cities, making it possible for local funds to be expended most wisely and economically, so that expansion of facilities may bring the greatest return in recreation opportunities to the people who depend upon local public facilities for their recreation.

Recreation Buildings Service

An effort is made to bring together the best plans for community recreation buildings both for rural areas and for city areas, and to advise with local architects as to the successes and failures in the planning of recreation buildings.

Service to Industry

This special service is designed to help the problems of management and labor in connection with recreation for industrial employees.

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Katherine F. Barker Memorial Field Service for Women and Girls

An experienced field worker helps localities with the special problems arising from the recreation needs of women and girls. There has been a tendency to neglect this part of the recreation program in localities. The cost of this work is covered by a special contribution.

Correspondence and Consultation Service

This service is used extensively by small towns, rural areas and cities. Each year some 6,000 communities in the 48 states and the District of Columbia write to the Correspondence and Consultation Bureau. Many foreign countries also use this service. The 30,000 requests are answered sometimes by suggesting a printed publication, sometimes by special research and sometimes by personal consultation. During the course of the year 5,000 persons come to the office for such help. The requests come from public and private agencies. community groups, and individuals. Thus far there is no record of any request for service that the Association has not ultimately been able to render, though some of the requests have made necessary considerable research.

Library and Information Service

The Library and Information Service attempts to secure and bring together and maintain a national reservoir of the accumulated experience and thinking of the recreation movement in the United States and foreign countries. It has been felt that there ought to to be a center where all experience may be registered for possible later use. This material has value not only for local recreation departments, for state government bureaus active in the recreation field, but also for church and school leaders, parent associations, women's clubs, rural groups, American Legion groups, service club groups and many national organizations which provide recreation as a part of their program. Experiences are gathered from a great many communities, large and small, and from rural districts as well, so as to be available for use by the Correspondence and Consultation Bureau.

Special Publications

Whenever the National Recreation Association receives a large number of requests for information on a given subject, it has been found to be more economical to prepare a piece of printed literature that can be used to answer inquiries on this subject. There is a very considerable demand for the circulation of material as to what is being done in the various communities. The Association also publishes booklets and even books. New programs, new developments, successful experiences are thus circulated for the benefit of recreation systems, summer playground leaders, park superintendents, recreation workers in industrial plants and institutions and all those concerned with the promotion of recreation.

Bulletin Service

The Association sends bulletins and special material at regular intervals to local and state recreation and park workers, to chairmen of local recreation boards, to rural workers, to colored recreation leaders, to industrial workers, to workers in institutions to clear information more quickly than can be done through a magazine. A very attractive Playground Summer Notebook is sent to the smaller communities maintaining only summer playgrounds because so many of these summer workers change each year and there has been demand for special material to be placed in their hands each week of the summer season.

RECREATION Magazine

An essential item of equipment for each professional and volunteer worker is the monthly magazine, RECREATION, which in its twelve issues annually provides up-to-date practical information on nearly all phases of recreation.

Recreation Congress

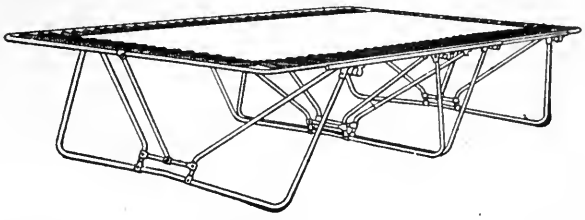
The Recreation Congress is a mobilization of the recreation forces in America, which provides information, inspiration and a national clearing of experience between volunteer and professional leaders from many agencies.

Educational Service to Local Communities Through Newspapers, Magazines, Conventions and Public Addresses

Continuous newspapers and magazine publicity, radio broadcasts, circulation of motion pictures and lantern slides — all these have helped materially to build up favorable sentiment toward play and recreation which is reflected in a more responsive attitude toward local developments. This service has proved its basic educational value. Occasional addresses are also given before influential national, state and local meetings.

Research

Certain of the inquiries received by the National Recreation Association require a very considerable amount of investigation before adequate answers can be given. Various studies of important problems affecting national and local recreation service are steadily being made. Many of the studies have to be rechecked every few years. There have been studies of recreation administration, standards for areas and facilities, personnel standards and related problems, volunteer service in the national recreation movement. Material has been assembled on games, social recreation, seasonal activities. Programs have been prepared for church, industrial and other special groups in cities and rural districts There have been studies of source material and compilation of bibliographies. There have been studies of recreation for teen-age youth, home recreation, church recreation, recreation in day care centers for children, recreation for disabled veterans, community buildings as war memorials. A number of these research problems have involved the cooperation of recreation executives and of laymen.



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Institutes for Recreation Workers

The training institutes are offered to help make as effective as possible the present recreation service being carried on to provide opportunity for widening the knowledge and improving the skill of the recreation leaders. Sessions are open to volunteer and paid workers in municipal recreation departments and all community agencies.

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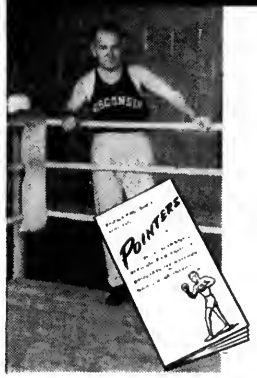

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National Bureau for the Advancement of Music

The Bureau was taken over by the Association in January 1943. In addition to personal conferences, answering inquiries by mail, the Bureau has the executive responsibility for National Music Week—a cooperative undertaking involving many national, state and local organizations, Music Week is carried on in some 3,000 communities.

Drama Service

Special service is given to drama workers through correspondence and consultation, and also through special work in the field. Local drama institutes are held.

Arts and Crafts Service

An effort is made to interpret the place of arts and crafts in a community recreation program through local institutes. Local workers are trained in the technique of leadership in arts and crafts, are given the history of crafts, are shown the use of selected arts and crafts activities in demonstration of program building and group leadership.

Nature Activities, Camping and Garden Service

This service has been given not only to local recreation workers but also to state workers. Many who help in this field are volunteers. Nature activities for children, for youth, for adults are all covered; also questions relating to camping, local museums, trees and forests, birds, flowers, wild animals, playground beautification. Attempt has been made to help leaders in community gardening. Information has been brought together to help individuals and groups interested in starting garden programs for young and old alike.

Rural Recreation Institutes

Part of the time there have been as many as five persons in the field, working very closely in cooperation with the Extension Division of the United States Department of Agriculture in conducting rural recreation institutes. At the present time one such worker is available. Through these institutes some 78,628 volunteer rural recreation leaders have received special training.

Social Recreation and Game Service

Effort has been made to train employed recreation leaders and volunteers in social recreation and games. This has been done partly through institutes and partly through consultation at headquarters.

Park Service

Because of the special experience which one of the field workers gained in making a two-year study of recreation under park auspices, an attempt has been made to have this worker available to give assistance from time to time on special recreation problems affecting park departments.

General Recreation Surveys

Workers especially trained have helped communities in drafting long time plans for recreation programs suited to the individual areas.

Most of these services have been worked out because of the very specific requests which come to the National Recreation Association. The Association has endeavored to find out what people want and has planned its work to try to meet the people's wants.

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RECREATION

March 1947

Vol. XL, No. 12

Price 35 Cents

RECREATION

in March 1947

Thomas A. Edison (editorial), by Howard Braucher 625

Biggest Party Line, by Karl Detzer 627

Outing Program, by M. M. Nadine, Jr. 629

Plans and Surveys 631

Experiment in Camping, by Maurice Case 632

Great Gift in a Small Package 634

Honorary Order of Merit 635

Ogden Balances the Program, by Ellis S. McAllister 636

Sports in America 641

Let's Look at the Records by A. E. Fradenburgh 644

People's Report 645

Letter from England 647

Clubs for Bowmen, by F. T. Bawden and W. H. Hellmann 651

The Scoreboard 652

The Postman Brings 654

Survey, by Jane Poulton 656

Recreation Training Institutes 665

Referendums for Recreation 665

Let Music Swell 666

World at Play 670

Books Received 672

New Publications in the Leisure Time Field 673

Index to Volume XL 675

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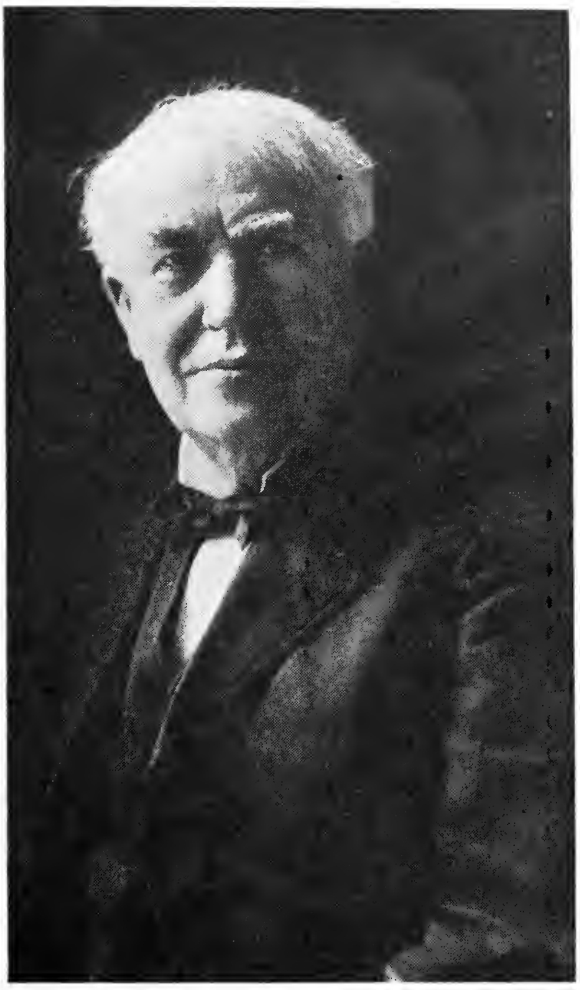
VOLUME FORTY, NUMBER TWELVE

Thomas A. Edison



THOMAS A. EDISON made an outstanding contribution to leisure and recreation through his inventions. He greatly increased the leisure of the world available for more abundant living. He added immeasurably to our comfort and our convenience. We now enjoy music in our own homes that would not have been possible for us to have recorded but for his genius. He wanted to see a better and a happier world. He himself had a contagious love of life and a joy in work.

One of the few times he ever allowed a public celebration of his birthday was at a playground. On the day he was 82 he was the guest of the children of Fort Myers, Florida; enjoyed with them the pantomimic show of many of the outstanding events of his life; ate with them the cookies they had baked—each one carefully marked with a large 82.

Thomas A. Edison also belong to the National Recreation Association because he so wholeheartedly backed his wife in her work with the Association. His face lighted up in a very beautiful way as he referred to recreation as her work. He himself participated in meetings held in his own home in behalf of the society, even joining in some of the simple childhood games. His interest in music was well known.

For thirty-three years Mrs. Thomas A. Edison has served as a member of the Board of Directors and an active leader in the National Recreation Association. For a period she paid the salary and the entire expenses for an outstanding rural recreation person of statesmanlike qualities who served in a sense as her substitute in training and guiding many volunteer rural recreation leaders. Not only has Mrs. Edison herself contributed generously and raised thousands of dollars in gifts from others, but she has given her best thought to the national problems related to music and to gardens. She has had a very special interest in the use of abandoned canals for recreation,— for canoeing, boating, swimming, skating. Many persons today enjoy recreation on the waterways of the United States because of her active and persistent campaigning.

It is well to remember not only the pleasure which Thomas A. Edison had in his wife's work in recreation, but also that his son, Charles Edison, later to be Governor of New Jersey and U. S. Secretary of the Navy, as a young man for two years contributed much of his time as a volunteer neighborhood recreation worker in New York City.

Five members of the Edison family have given active backing to the Association. In other words, recreation has been a family interest.

Though neither Mrs. Thomas A. Edison nor Mr. Edison has ever had much publicity in connection with recreation, nevertheless much that exists today in recreation is due to the work and the support received and to Mrs. Edison's willingness to put all her strength and influence back of the work.

There is every reason that recreation workers everywhere should observe 1947 as the hundredth anniversary of the birth year of Thomas Alva Edison.

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Biggest Party Line

By KARL DETZER

A radio announcer takes a busman's holiday every night

THE SHIP WAS CAUGHT in polar ice off Greenland; the cook was ill and the crew of young Americans in the survey party were tired of eating out of tins.

"If we just had some corn bread!" one boy exclaimed.

"Why not call Dot?" another suggested and in a few minutes the ship was calling Amateur Station W21XY at Springfield, Long Island. When a woman's cheerful voice replied across the Arctic airwaves the icebound crew explained its predicament.

"Just a minute, boys," the voice said. "I'll get my cookbook." A moment later that voice was reading a cornbread recipe. That night lonely Americans in the Arctic ate heartily and Mrs. Hall chalked up another "contact" in her radio logbook.

Dorothy Hall is probably the most widely known radio amateur in the world. Thousands of short-wave enthusiasts in Europe and Asia, in Africa, Australia and South America call her "Dot" and get her to do an amazing variety of errands for them. They repay her in part by filling her little house with dishes, pictures, pottery, ore nuggets, wooden shoes and other souvenirs. When they happen to come to New York, often as not they move into the second floor of the little suburban house where Dot Hall maintains a small dormitory of army cots.

"Of course I don't charge them rent!" she exclaims. "If I ever go to Athens or Rotterdam or Cairo or London, I know I'll be just as welcome as they are here."

Mrs. Hall is a small, pink-cheeked woman with big blue eyes and prematurely white hair and a brisk, friendly voice. Eight working hours a day she is a professional radio announcer on Station WNYF, the short-wave station of the New York Fire Department. This is exacting split-second work. Each fire-alarm in any of the city's five boroughs must be reported on the air immediately. In disasters like the recent tenement collapse and fire, a portable radio on the scene keeps in constant touch with Dot Hall's desk, reporting the progress of rescue work and calling for men and equipment as they are needed.

After eight hours of this, Mrs. Hall sits for six or eight more hours at the instruments in her dining room, holding chatty conversations with men and women all over world.

That dining room, so jammed with elaborate apparatus that for years no one has thought of dining in it, is home station to hundreds of GIs sweating out their time at lonely outposts in Europe and the Pacific. Night after night their families find their way to Mrs. Hall's house, talk to their hearts' content with their soldiers overseas.

One recent night three families from the Bronx held long, satisfying conversations with their sons and brothers. One grandmother came along. She had little English, so she spoke Yiddish, and a young American, sitting in what two years earlier had been a Hitler headquarters, replied in the same tongue.

Last week a woman sat at the microphone and talked with her husband in Germany for three hours and ten minutes—and they never repeated a thing!

Another evening a girl from New York's Chinatown talked with her brother, an American signal corps major in Honolulu. The next night Dot Hall was able to get through to Tokyo where a GI gave her a message for his best girl in Pennsylvania.

Mrs. Hall speaks only English and has held conversations with 126 countries, dominions, and colonies. English, she contends, is the universal language and never once has she had trouble finding amateurs who speak it, anywhere in the world. Her station, one of the first in America able to reach "hams" overseas, was built and is maintained by her husband, Captain Horace Hall, an Australian by birth and a retired shipmaster in the American merchant marine.

Mike to the Rescue

Dot Hall first came to national attention in 1938 when she relayed the news to the British government that the descendants of the *Bounty* mutineers on Pitcairn Island in the far Pacific were starving. For several months she had been making occasional contact with the island radio station. The first call was prosaic enough. The Pitcairn radio operator asked Mrs. Hall to find why a hot water bottle he had ordered from Montgomery Ward had never arrived. She attended to that errand quickly: the operator had failed to give his complete address.

Then in June 1938 the island's chief magistrate, unable to reach the British government through any other channel, appealed to Mrs. Hall for help. There had been no ship into Pitcairn for two years. Food, medical supplies and gasoline to operate the radio were perilously low. The islanders needed help quickly.

Mrs. Hall picked up her telephone and called the British consul in New York and immediately got snarled in diplomatic red tape. Pitcairn, it seemed, should have called a British radio station. But Dot Hall isn't the sort of person who lets red tape stop her. That same night she began to search for ships in the Pacific.

A British vessel answered. Only 30 hours from Pitcairn, it turned around and two days later was unloading food, medicines and gasoline on the beach.

Press and radio got the story and several nights later Mrs. Hall held another conversation with Pitcairn while a coast-to-coast network picked up their voices and rebroadcast them to the nation.

Dot's first international rescue message had flashed out early in 1937, when a British amateur operator asked her to help find his brother, one Captain Lochs, who was on an expedition to the Andes and had dropped from sight. She began to call South American stations and the search spread across that continent on the airwaves. Within a week the expedition was discovered, safe and sound but out of money, sitting in an obscure port waiting for a ship.

The next month Canadian officials asked amateur radio operators to help find a Canadian expedition, exploring the ice packs of Baffin Bay, which had not been heard from for weeks. A few days later Dot relayed a message from it to its home base, and through the remainder of its trip she was its daily contact with home.

The Soviet government shouted for help in the early spring of 1939 when its much publicized Moscow-New York experimental flight ran into engine trouble over Canada, after crossing the Atlantic safely. The fliers had radioed that they were about to attempt an emergency landing on the ice off an island in the St. Lawrence River. After that there was only silence.

Mrs. Hall had never been in touch with any radio amateurs living along the St. Lawrence. The distance from Long Island was just wrong for that region. Her signals either didn't go far enough or jumped over.

"I figured that some station in Central America might contact them, though, so I began to send out calls to the south," she says. "I soon had an answer from a woman on Haiti, a grandmother around 70 years old. I told her about the trouble so she began to send her signals north. It wasn't any time at all till a ham on the St. Lawrence answered. He'd heard a plane that sounded as if it was in trouble. So he went out to look."

The man walked six miles, found the crew of the smashed plane alive but suffering from exposure. He organized a rescue party, brought the Russians to safety, then relayed a message from the fliers—from the St. Lawrence to Haiti, to Dot Hall, to Washington, to the Kremlin.

In War and in Peace

Like all other amateur stations, this one was barred from the air during the recent war. Dot Hall took a job teaching radio code to servicemen at a New York school and in the evening listened to the military messages flashing around the world. Among others she heard General MacArthur's headquarters vainly trying to reach the War Department with a daily communique. After several nights she called up the Army.

"General MacArthur's trying to reach you on the air from Australia," she reported. The Army was interested, at last sent observers to the Long Island house, satisfied itself that this small station was getting reports which military receivers missed.

So the War Department strung a special line to Dot Hall's dining room and installed a recording instrument there. Each morning at eight she turned on the recorder, took the message, then sent it on by land line to the military authorities.

On Admiral Byrd's first South Polar expedition, Mrs. Hall acted as contact between all members of the Byrd party and their families. Byrd asked her to act in the same capacity on his present journey, and she is again in nightly communication with the expedition and the men are hearing regularly from home.

"We've got the biggest party line in the world," Dot Hall says. "It's worth all the trouble and expense, just to have the satisfaction of putting the calls through."

One night recently a man's voice with a slight accent called the Long Island station from Cairo. "I heard you talking to Athens," he explained. "I hope you don't mind the intrusion." When she said that she didn't mind he explained that she was the first women with whom he had ever talked on the air. After they had chatted for a while she was ready to sign off when he said he'd like to send her a memento. When it arrived it was a set of reproductions from the national museum of Egypt and with it came a pleasant note from Dot Hall's new friend of the air—King Farouk.

But chiefly she talks with GI's, lonely Americans in Europe and Asia and on faraway islands in the Pacific. Their families sit with her in the crowded dining room while the magic of radio erases oceans and continents and families get together to talk about simple, homey things.

Outing Program

By M. M. NADINE, JR.
Assistant Recreation Director
Fort Wayne, Indiana

IN THE EARLY SPRING of 1946 the Allen County Tuberculosis Association returned to the City Park Board of Fort Wayne, Indiana, the facilities they had used for several years as a health camp for children. These facilities include a frame building 20′ x 125′ with 50 steel folding cots and 50 mattresses; another building 20′ x 80′ equipped with an electric range, electric refrigerator, tables and chairs, table service for 50; a large seven room two-story frame house with fireplace and basement. Adjoining the house is an outdoor open air pavilion 25′ x 25′.

The camp is located in the northwest section of Fort Wayne in one of the city's most beautiful parks—145 acres that are wooded and hilly with a twelve acre artificial lake, a bird sanctuary, trails, bridle paths, outdoor fireplaces, archery ranges, and playground equipment. The facilities are in an isolated section of this park.

A conference was held with the Nature and Camping Consultant of the National Recreation Association, and the Supervisor of Recreation, Division of State Parks of the Indiana Department of Conservation, to determine the best use that could be made of this area. As a result of this conference, it was decided to use the area for outings and surveys were made at once of the availability of funds, the leadership available, the program desired, and the available transportation.

Funds for this project had not been included in the current budget of the City Park Board, therefore civic groups and the Community Chest were queried and the Pi chapter of Psi Iota Xi, one of the most recreation-minded civic groups in the city, contributed $1,000 for leadership. The Community Chest was asked to support the project up to $500 if funds from the Psi Iota Xi Sorority were insufficient. The City Utilities cooperated by furnishing a bus to transport the children daily to and from the area to the playgrounds since there was no available public transportation.

A director was selected for the area. He possessed the enthusiasm, skills and experience necessary to "tackle" this new Fort Wayne program. A staff of four was chosen to assist the director. Also, it was planned that a leader from each playground would accompany the children on all outings.

The staff for the outing area attended a very timely Nature Conference at McCormick's Creek State Park conducted by Indiana University and the Division of State Parks.

Program

The Franke Outing Program tentatively included the following:

A flag raising ceremony upon the children's arrival at the area (about 9:00 A.M.) with greetings, introductions, and explanations of the program by the director.

Division of the youngsters into four groups with a camp leader in charge for exploration hikes over trails; for collecting stones, insects, leaves, and the like; and for playing games.

Return to the area and cooking out of doors over "hobo" stoves (tin can cooking with No. 10 cans) and open fires, boys and girls assisting in preparation of food, cooking, cleaning up.

Rest period (about 1 to 1½ hours). Resting, visiting the bird sanctuary, playing quiet games—all under leadership.

Craft period (about 2 hours) stressing nature crafts, mounting and preserving leaves, insects, developing indoor museum, feeding and caring for pets, and the like.

Flag lowering ceremony and good-byes.

Leave in bus for playgrounds (about 4:30 P.M.).

Each child was required to get his parents' signatures on a form that was issued by the Park Board. This form acquainted the parents with the program at the outing area and also released the Park Board of responsibility for possible injuries resulting from accidents (not one child was injured last summer). A fee of 25 cents was charged each child. This helped to defray the cost of meat, milk, and handcraft materials used. The children were requested to bring bread, fresh fruit, and any other foodstuffs they desired.

The program was planned to be a playground excursion or a day's outing. It is not to be confused with a day camp or camping. Efforts were made to determine how this project could be correlated with playground activities, and it was felt that this could be done by discussions with the playground leaders during the pre-playground training course and at weekly in-service training meetings; by drawing a schedule for all 17 playgrounds so that boys and girls from two playgrounds (ages 8 to 13) could participate daily in the Camp Franke Outing Area, Mondays through Fridays, during the summer playground season; and by correlating crafts such as making butterfly nets, insect cages, blueprinting on the playgrounds before and after the visit to Camp Franke.

Rainy day programs were planned in advance and the pavilion and museum were used to capacity on those days.

Participation

A thousand and eighty-nine children participated in the program last summer. Many children and adults visited the area and all enjoyed their visits, particularly watching the pets (named by boys and girls) which included "Tippy" the kid goat, "Chummy" the billy goat, "Traveller" the 'coon and "Grumpy" his mate, "Susie and Sammy" snails, "Tillie" the toad, "Snapper" the turtle, snakes, leeches, frogs, rabbits, a salamander, and a grand daddy long legs. Several groups from the Y.M.C.A. visited the camp as well as 63 children from the Wayne township school. The Handicapped Children Association was entertained one Saturday by the camp staff and 20 "host" youngsters, who served as arms and legs for the handicapped. Those who acted as hosts were volunteers selected from the playgrounds.

During the latter part of the summer, a 16 mm. moving picture was made of this program. We feel that this film will help increase the interest in outing activities in Fort Wayne. We have found already that the picture is an excellent means for making a report to contributing groups and for furthering publicity and promotion work.

The Future

Future plans for this area include development of a year-round program by "winterizing" the buildings for the use of groups interested in ice skating, sledding, and tobogganing since this is one of Fort Wayne's winter sport areas. More intensive training is being considered for the outing staff, setting aside one day every two weeks as a "breather" for the staff to line up new crafts, new trails and the like for the children when they make their second and third trips to the area. Plans are being considered, too, for the purchase of land that adjoins the area, for expanding the zoo, dredging the lake and purchasing boats for boating, establishing a natural overnight camping area for various organized groups, purchasing a microscope for further development of nature lore, and installing a hot water heater.

The outing program was a new project for Fort Wayne and its outstanding success has determined a need for its continuing so that the children of Fort Wayne may have the experience of regular organized camping.

Government and Leisure

IN THIS AGE of expanding production through almost incredible technological advances, government must not overlook the fact that one important by-product will be an increase in leisure time for our citizens. The manner in which an individual utilizes his leisure time not only reflects on his own character and happiness but also on his value to the community as a citizen.

Man finds satisfaction in doing things of his own choosing and government must share the responsibility for providing opportunities for wholesome recreation in the form of parks, playgrounds, community centers and organized programs. By such means any tendency toward moral decline in our national life can be effectively resisted and each of us will be able to live fuller and richer lives.

—*The Honorable Ralph F. Gates,* Governor of Indiana, to the State of Indiana Recreation Conference.

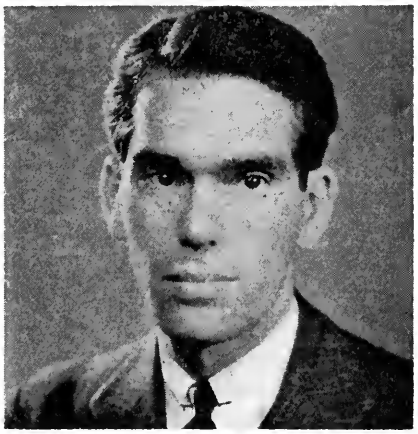
Plans and Surveys

GEORGE D. BUTLER
Research

ALAN B. BURRITT
Recreation Areas and Facilities

THE NATIONAL RECREATION ASSOCIATION is "at your service" if you are thinking of recreation surveys and long range plans for your community.

Community leaders have come more and more in recent months to feel that if public recreation is to be run on the most efficient lines it must be based on functional planning—the kind of planning that relates structures and areas and facilities to the functions and services to be provided by them; and that, further, relates those functions and services to the needs, the desires, the resources of the people of the community. Such planning requires specialized knowledge and experience, rooted in understanding of the whole purpose of recreation and the ways that this purpose may be realized in land and in building materials, in human beings and the institutions they have created for themselves.



H. CLIFTON HUTCHINS
Recreation Surveys

DONALD L. KLINE
Recreation Buildings

To the end that this kind of intelligent farseeingness may be accomplished, the Association has on its staff a group of men trained to come into a community and to "size it up" recreationally. They are prepared to analyze conditions in a city—the location, type and character of existing recreation areas and facilities; the social conditions, population and traffic patterns, housing problems, and other varied factors of urban living as these are related to recreation. On the basis of this analysis the surveyors are prepared to make recommendations for future acquisitions and development of land and facilities in accordance with accepted standards and local needs, to suggest a sound administrative structure for a public recreation setup, to point out possible ways of financing the whole long term program. They are prepared, too, to give advice about the kind of activities program that may be carried on with the facilities at hand and to indicate ways in which this program may be enriched over the years.

Long range plans and surveys are the special province of four members of the Association's staff—George D. Butler, recreation research; Alan B. Burritt, recreation areas and facilities; Donald L. Kline, recrecreation buildings and areas; Clifton Hutchins, recreation surveys. Behind these men is the whole Association staff (including those field representatives who have direct knowledge of recreation situations in local communities) ready at all times for consultation and advice on special problems. So, it may be said with truth, that each long range plan or recreation survey is backed with all the Association's accumulated experience of forty years of serving through recreation.

Requests for plans and surveys are filled in the order in which they are received in the office. The charge for the service is only so large as is necessary to cover the actual cost of giving it. For further information on long range plans and surveys, as well as on the design of individual areas write to the National Recreation Association.

Experiment in Camping

By MAURICE CASE
Director, Men's Recreation Department
The New York Association for the Blind

BOYS WILL BE BOYS, girls will be girls — even when the boys and girls are blind. For emphasis, we could substitute "particularly when the boys and girls are blind." Co-educational activity for handicapped persons is a controversial subject. You can find professional workers with seemingly sound arguments both pro and con. And for lay people with their strong personal feelings, it is usually better to leave the subject alone! Like many controversies, there are no absolute rights or wrongs; there are too many variables inside and outside of people. Most of us do accept the fact that human beings are biological and psychological engines, that acceptable behavior can be developed more wholesomely in an attitude of frankness, openness and planned activity. Visually handicapped boys and girls are *just* boys and girls, their problems of relationship intensified by a handicap which limits mobility, and the range and variety of experience.

Several years ago an executive in one of the country's largest agencies serving blind persons proposed that one of its summer camps be operated on a co-educational basis for young men and young women. Dire consequences were predicted by authoritative, well-informed, well-intentioned workers in the field. However, the project was finally approved on an experimental basis, with emphasis on providing superior leadership. So much discussion has developed about the project, it was felt there would be general interest, not only regarding co-educational camping, but also regarding the actual program through which the positive and the wholesome predominated and the best interests of young people were served.

Monday, July 1, 1946. Considerable preparation has gone into having camp ready. It is important to set a tone of ease, efficiency and planning. The first group of campers (16 young ladies and 14 young men) has just arrived at Camp Lighthouse, located in the thick pine woods that fringe the coast. Campers and counselors who did not know each other through agency recreation activities, have become acquainted on the four-hour bus trip. Luggage is quickly assembled, and the campers are comfortably chatting and enjoying light refreshments in the recreation hall. There is a brief, friendly welcome by the director, then cabin assignments. Within an hour some of the campers are settled in their bunks. Others are already exploring the camp grounds.

By the next day when reveille goes (after earnest debate by the campers, at 8 A.M.) the group is already settled.

Morning

It's a nice summer morning. The air is clear and dry. The sun is already warm but a soft, cool breeze blows in from the bay. The woods behind the cottages are alive with the sounds of birds and insects. Ambitious campers return from a pre-breakfast walk to the beach. Their voices ripple back on the bay wind. Most of us are washing. A few linger in bed until the last moment, the breakfast bell at 8:30. Then we step on it and screen doors slam as we go back to our cabins for bunk cleanup. This is the only required chore at camp. Campers make their own beds and tidy their cabins. Counselors assist only where necessary.

Emphasis is on campers doing for themselves; and only a few continue to need some assistance in their cabin or in getting about the camp grounds. Occasionally some one might lose his bearings. Like the day two men got on a wrong path and wound up on the girl's side of camp. They were quickly made aware of their error by the ladies and beat a hasty retreat.

There are 10 cabins—five arranged in a semi-circle 300 feet to the north for the women. Adjoining each group of cabins are the lavatories and the showers. In the area between the cabin groups are the mess hall, recreation hall, and playfield. Off to one side is a two-car garage, and next to it, a sixty-foot high water tower which stands like a huge sentinel guarding the camp. All locations are connected to each other by straight pebbled paths. You can feel at once, through the soles of your shoes, when you get off the path.

Ten o'clock—time for activities to begin. No one has to follow any formal program. Campers are urged to take part in activities new to them.

All activities are led by counselors, and the quality of leadership makes the counselors one with the campers. We are all adults.

Camp Lighthouse is a pretty sight as the ten o'clock whistle blows. There is a general exodus from the cabins and the guide paths become alive with the moving colors of bathing suits, robes, slacks, towels, and sweaters. At the entrance to the boardwalk which leads to the bay, the head swimming counselor turns up his large red and white signal flag to signify that the beach is open. That's where most of us are headed—for swimming, fishing, crabbing or boating.

On the playfield counselors organize a baseball game. We use a soccer ball. Play is not expert but the fun is all there. Some of the batters can really hit that ball. To one side six campers are bowling. A counselor sets the pin, calls direction, and indicates the pin's standing after the first ball is thrown. Four campers are pitching horseshoes, direction being indicated by tapping the stake. A small group of men and women have formed a circle and a large medicine ball is passed around; at first slowly, then faster and faster. Now two balls, then three are going around. All the swings are in motion. Near the garage, some campers are shooting a basketball at a hoop with a sound buzzer. Further away, archers are aiming at a large target fitted with a sound device.

Nine campers assemble in front of the recreation hall. They seem unusually well clothed for this warm day. They are blueberry hikers. Tomorrow they will get two envied portions of blueberry pie for dessert.

A few more resolute campers, all of them women, are in the recreation hall where the dance counselor conducts her daily exercise class. Here you stretch muscles you never knew were part of you.

So, soon after 10 A.M., every camper is busy and active. At 11:30 we all wind up at the beach, 400 yards due east of camp and reached by a four-foot wide, railed boardwalk that takes you straight as an arrow across the salt water marshes which border the camp on the bay side. The sun is strong on your face as you go out. It warms your neck and shoulders as you come in.

Half-way to the beach, the boardwalk widens to a width of 10 feet right over a little lake. This is the lagoon, domain of the sun bathers. For some unknown reason (we never bothered to inquire!) the lagoon was singularly free from insect pests.

There is real fun on the beach. Barnegat Bay water is warm, no chill even when you first plunge in. About 30 feet offshore, the bottom is firm with smooth, hard-packed sand, and only four feet deep. For the next 300 feet the water depth increases perceptibly to five feet, making a large safe swimming area. Mornings the bay is calm, ideal for learning to swim and row. Afternoons, a brisk wind ruffles the water with white-capped rollers—wonderful for bouncing around in the water or in a boat.

It is grand fun to ride the waves, to sit in the prow of a boat, feet dangling in the water. The waves smack into the boat making it go up and down; the cold spray makes you shiver, then you feel the sun. The warm wind dries you in a minute.

In a corner of the roped-in swimming area, a camper ducks herself continually. She looks queer, but we know she is the clamming champion of the camp. She digs in the sand with her toes feeling for the hard shells. Under she goes, up she comes—with another clam. She can fill a pail in an hour. Her clams make many of our stews and chowders. Personally, she prefers her clams raw. Standing there in the water, she cracks one shell against another, swishes the open one through the salt water, then—one gulp. Delicious!

Some campers want to fish all the time. Blowfish are the usual catch. They make good eating, particularly to the fishermen that catch them.

It's almost twelve o'clock and we must start back for a personal cleanup before lunch, the most important event of the day!

Afternoon

After lunch comes the hour of quiet and relaxation, perhaps for letter writing or reading.

This is a good time to mention sick call. Our one-room clinic is manned by three first aiders, the camp director, a male counselor, and a female counselor. There are quite a few patients. Cuts, bruises, splinters, sunburns, headaches are the daily casualties. The campers wince and grimace but take their medicine gaily, in keeping with basic camp spirit.

Camp Lighthouse is quiet now, some campers have fallen asleep. You can hear them. Snoring is a problem but a little research reveals that snorers usually do not bother one another, and there are some who can sleep under any circumstances. Cabin changes are easily arranged.

Suddenly the three o'clock activities whistle blows. The lifeguard raises the beach flag. The camp wakens slowly, there is movement, the paths again become colorful.

Special afternoon activities are added to those of the morning program. A group is going on a mail

hike to the local post office, a two-mile leisurely walk with a refreshing stopover at the local inn. A few ambitious campers are on their way to Barnegat, five miles away, for shopping and refreshments. Another group is off for more berry picking, vowing to come back with more than five quarts—the camp record.

Evening

Supper is at 6:30, and again a happy crowd is in the mess hall. You just couldn't be moody or grouchy in the mess hall, proof positive that "grub" is the most important item in camp. We linger over another cup of coffee and cigarettes.

Most of us smoke. We have to be careful about smoking because thick dry woods surround the camp. We prefer precaution to prohibition. Every smoker is taught to break a match in half before throwing it away, and to "G.I." a lighted cigarette by breaking open the paper packet, scattering the tobacco. The finding of even one cigarette butt is reason enough for serious reprimand to the campers. We are all exceedingly conscientious about this privilege of smoking.

After supper there is a brief free period. We go to our cabins for a bit of tidying before the evening program. Some go for a short walk, a few pitch horseshoes. (But the mosquitoes are pretty bad at twilight.) Leisurely we congregate in the recreation hall.

The formal evening program has not yet begun. In one corner campers are grouped around the record player. Three fellows and two girls are playing cards. A bunco game is in progress. The women outnumber the men six to one. Four men are playing dominoes. At the other end of the 50-foot room a camper accompanies a quartet on the piano. On the other side, eight campers are bowling on the indoor two-way bowling alley. On the screened porch, campers are seated around a counselor who is reading the daily paper to them. The canteen, run by one of the campers, is doing a brisk business in candy, cigarettes, soft drinks, post cards and stamps.

Finally everyone is accounted for, and the evening program begins. Tonight is to be a quiet program.

Eleven thirty and time to turn in. How quickly silence spreads over the camp. It's a happy, peaceful quiet. A bugle blows taps. Day is done.

Great Gift in a Small Package

THE TOWN of Washington, Connecticut, has a population of only 2,089,* but its size hasn't kept it from going ahead in a big recreation way. Here's the story—and a fine example it is of a town that believes in following the often neglected advice about hanging together.

The initiative came from the Lions Club. Late in the fall of 1945 that group met far into the night discussing the community's need for recreation. Washington's high school principal, having in 1944 conducted a summer recreation program in a nearby town, saw the possibility of combining community recreation and a physical education program for the high school and elementary school and thus killing two birds with a single recreation worker. He put his vision in the form of a motion. The Lions Club were "all in favor" and backed up their enthusiastic ayes with a contribution of $1,000 in cold cash. Their money was to be used for the recreation share of a leader's salary with the understanding that the school board would find additional funds to carry the salary for the school part of the program.

This was the beginning. It was followed up by a lively campaign of telling the story to the rest of the town, finding the proper leader, and delivering the promised goods in the summer and fall of 1946.

The plan was for the leader to put his main emphasis on the community program during the summer months (from the middle of June through August) and in midwinter (December through March). In the fall and spring he was to devote most of his time to school football and baseball.

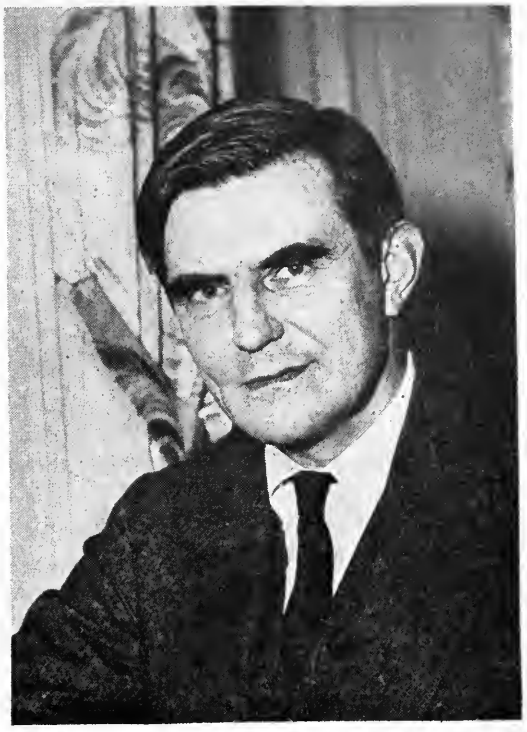
Following the lead of the Lions Club, other community organizations contributed sums to be used for purchasing equipment. The town's board of finance helped finance the swimming program.

So, with many groups cooperating, Washington accomplished its first year's recreation program. The seed was well sown and the play crop flourished mightily—so mightily, indeed, that beginning on July 1, 1947, the town will assume financial responsibility for the program as a whole leaving the Lions Club free to help with incidentals as they—and the community—see the need.

*1940 census figures.

Honorary Order of Merit

Vice-President, National Recreation Association Honored in New Year's List



JOHN G. WINANT

THE HONORARY ORDER OF MERIT, one of Great Britain's highest honors, was conferred on John Gilbert Winant, the United States wartime Ambassador in London, in the New Year's honors list, posted on December 31, 1946. The only person to receive this award last year was former Prime Minister Winston Churchill, and the only other person to receive the award this year was Field Marshal Jan Christian Smuts, Prime Minister of South Africa. Several persons have reported the universal high esteem in which Mr. Winant is held among all groups in Great Britain because of the value of his wartime services.

Mr. Winant has been serving as the United States delegate to the United Nations Economic and Social Council. On January 10, 1947, Mr. Winant gave up this position to "pick up life again as a private citizen in my own country." Before his resignation was announced publicly Mr. Winant stated that he wanted, among other things, to give more time to the work of the National Recreation Association.

While Governor of New Hampshire Mr. Winant helped bring about a very considerable development in recreation in the counties of New Hampshire. He has also aided in the National Recreation Congress gatherings and has shared in the planning of the work of the National Recreation Association.

Ogden Balances the Program

By ELLIS S. McALLISTER
Recreation Director
Ogden, Utah

A WAY OF RICH and joyful living"—this is the essence of the broad and varied recreation program at Ogden, Utah, currently recognized as an outstanding community accomplishment.

In Ogden, recreation is not just a program of athletics or sports. The sports program is important and is a part of the whole, but there is danger that it may dominate. If recreation is to be true to its name, then there must also be in the program a place for recreative arts. Recreation in the community, based on human interest, then becomes a force for educational growth, for health, delinquency prevention and for wholesome community morale.

Under proper leadership the individual enlarges his experience; becomes more creative; enjoys the "thrill of a skill"; knows cultural growth; develops the spirit of friendship, comradeship and understanding (which is needed so much in the world today); feels the security of belonging, of being needed and appreciated in the community. With this philosophy in mind, the City of Ogden, Utah, enjoys a rich, well-balanced program that has evolved from a very humble beginning.

History

Settled by the Mormon pioneers, Ogden, as other cities of Utah, is rich in a recreation and cultural background. Community recreation sponsored by the Mormon Church gave a lift to the rugged life of the pioneers. Community drama, folk dancing, community socials, and home recreation were fostered. Recreation today can preserve the rich heritage that was left by the early pioneers. The pioneer was forced to create his own entertainment. He was active, and for recreation cultivated his ability in his own expression. Today we are prone to inactivity. We expect to be entertained. We need to learn how to use our hands, to create and express ourselves through some activity.

The first recreation program in Ogden City was set up in 1929. It consisted of one play center with two leaders, a man and a woman. The Ogden City Civic League persuaded the City Commission to appropriate $1,500 for a three months' program during the summer season. After the first year of supervised recreation at one center, the program was well accepted and was extended to two other parks for two afternoons a week.

The city budget was held at $1,500 for three years. In 1932 it was raised to $2,000. In those early years the recreation director paid out of her own meager allowance the fee to the National Recreation Association for the bulletin service and RECREATION magazine because the city fathers felt this an unnecessary expense.

In 1932 a step forward was made when the banks of the city and business houses raised money to bring staff members from the National Recreation Association to conduct a recreation institute at the Weber College, a state junior college. This institute was a great stimulus for the program and more than 50 people attended the seven-day course. Leaders came from communities throughout the northern part of the state. Through the support of business houses and the community, funds were also raised to send the director to the International Recreation Congress at Los Angeles.

In the early thirties and during the depression years the program responded to a greater challenge. As many adults (especially women) as children participated in the program. The budget reached the $3,000 figure. In 1936 it jumped to $3,601.73. Much credit is due the early recreation leaders who worked long hours and volunteered their services. Today in speaking to these early leaders, we find their joy and satisfaction is great as they now see the results of their efforts crowned in the activities of noble men and women whose lives were guided and "touched" for good when, as boys and girls, they participated in the program. More thanks and appreciation than mere words can express go to the National Recreation Association for its services in these pioneering days.

In 1940 the city stepped ahead again with its appropriation for recreation. This time the budget was $4,240.91. With this budget the major part of the program was carried on during the summer months. What was done in the winter season was under volunteer leadership.

Effect of the War

Then came the war, which had about as great an effect on the City of Ogden as on any other city of its size in the United States. Five military installations were to be established in the Ogden area. Thousands of defense workers moved in. Housing projects were established. The little country town of 35,000 population grew to twice that size. The physical as well as the social facilities of the city were inadequate for this great influx of people.

The Federal Security Agency, with its field staff giving aid in community services to cities overbalanced with the great influx of defense workers, came to the aid of the recreation department. The need was paramount for year-round activities and for increased funds to sustain an enlarged program. In 1944 with the aid of government funds under the Lanham Act a year-round program was developed. The city raised its financial contribution to $10,000 and the federal government added $10,561.24. With the increase in budget funds there was a new day dawning for community recreation in Ogden City.

A very successful program was carried out in 1944. In 1945 government funds were increased and the program was expanded. In addition to the playground program, special emphasis was given to sport leagues for the men and women at the military installations. Recreation leaders were placed at the housing projects where the need for the development of community services was great.

In the early part of 1946 the recreation department faced a crisis. Ten thousand dollars had again been appropriated by the city with the expectation of government funds to supplement the budget. In January, when word was received that government funds were definitely withdrawn, the recreation department was faced with the problem of operating a year-round program for a city of 60,000 population on $10,000. With the military installations still operating, a population increase over prewar figures of more than 50 percent, and all departments in the city demanding greater budgets, the picture was not too bright. Nevertheless, the program carried on, and with careful planning a broader program has been developed on less funds. The 1946 season has been one of the most successful in the history of Ogden recreation. In August of this year the city commission "saved the day" by appropriating an additional $14,000 to replace government funds and to assume the financial responsibility for the entire year at a budget figure of $24,000 as compared to $4,240.91 in 1940 before the war.

Present Organization

An advisory parks and recreation board is set up by city ordinance. This board is made up of five members—the city commissioner of parks, the superintendent of schools, and three members at large. The members are appointed by the commissioner of parks and recreation and approved by the city commissioners. The recreation department and director of recreation are directly responsible to the commissioner of parks and recreation.

Acting in an advisory capacity, and also giving community support and representation, is the city recreation council which is made up of representatives from agencies in the community interested in recreation, such as church groups, schools, P.T.A., Boy Scouts, Girl Scouts, service clubs, veteran groups and the like. Chairmen of the 11 standing committees are members of the executive board as well as the president, vice-president and secretary elected by the council.

Youth Council

The youth council consists of the director of recreation, the assistant superintendent of schools, one boy and one girl and an adult supervisor from each of the recreation and educational youth serving institutions of the city. The purpose of the youth council is to plan and put into action good projects for the welfare of youth; to assist in planning and responsibility for the leisure-time program in the schools, which are used as neighborhood recreation centers during the winter season; to foster city-wide social projects that would cultivate community pride and unity; to assist the city officials in community improvement. One of the first projects of the youth council was to draft the curfew law as a means of opposing midnight motion picture shows. At the present time the youth council is sponsoring a survey of the extracurricular activities in the city high schools. Its strength is community representation and support. Its weakness is the political relationship that interferes with long time planning and gives instability to the department.

Program

The Ogden City recreation program may be divided into the following divisions: playground and day camp, athletics and sports, community and neighborhood centers, community drama, music and dancing, special events, bulletin service.

Athletics and sports: The sports division of any community program as a rule is a popular one.

The various sports move with the season of the year just as the fashions for wearing apparel. In Ogden early spring brings baseball and softball as well as golf.

I'll huff and I'll puff and I'll blow your house in!

During the past season the softball program consisted of seven leagues with 52 teams including the junior and midget leagues on the play areas. Approximate attendance and participation for the season was 7,186. Several women's softball teams were organized although league play was not set up.

In the baseball program there were two leagues. The junior baseball league for boys ages 14, 15, 16, and 17, consisted of eight teams sponsored by industrial groups and military installations. Attendance and participation for the season was approximately 5,181.

Thousands of men and women played golf on the two courses in the city, at the municipal course and at the country club, a private course. The control of the golf program is separate from the recreation department, although the department does sponsor a junior open golf tournament.

The tennis program is directed by a tennis supervisor employed by the recreation department. Local sporting goods houses sponsor tournaments. City tournaments and invitation meets are held. Participants come from the major communities of the state. Total attendance in the tennis program for the past season was approximately 12,000.

In Ogden the season for out-of-door swimming is short. The municipal pool opens in June and closes on Labor Day. The past season, state invitation and city meets were held. The morning hours are given over to free swimming with paid admissions in the afternoons. Total paid attendance for the past season was 45,491. Winter swimming is carried on at the Weber College by a joint arrangement between city and school.

In the fall touch football is the popular sport. Organized team play is conducted in the neighborhood centers.

Following the football season perhaps the most popular sport for junior age boys is the junior basketball league, named by the boys "The Dirty Sox League." In 1945-46 the league drew boys from seven centers including the State Industrial School. Forty-seven teams participated each Saturday afternoon in scheduled games at five school gyms. There were four divisions in the league as follows: Class "A" 10th grade, Class "B" 9th grade, Class "C" 8th grade, and Class "D" 7th grade. The league played 11 rounds and the two teams with the highest standing at the close of the scheduled games played a two-out-of-three-game play off. Championship teams in each division were awarded a trophy. Approximately 500 boys enjoyed basketball league play each Saturday afternoon.

Competitive basketball for girls was organized on a small scale. Most of their play was within the neighborhood centers.

In adult basketball three leagues were organized —military, civilian and women's. There were 22

teams in these leagues. These adult leagues are having a great increase this year with the return of veterans.

Bowling is a popular activity with teen-age boys and girls on Saturday afternoons during November and December before the basketball season moves in. Tournament play is conducted, with champions selected in four divisions.

In addition to indoor sports during the winter, Ogden is a "winter wonderland" for the ski enthusiast. Snow Basin, with a mechanical lift a mile long, is gaining recognition as one of the best ski areas in the nation. Last year special buses took boys and girls, men and women into Snow Basin on week ends. The parks and recreation department is working to develop this part of the winter program on a larger scale. During the year 1947, which is the centennial year for Utah, national ski events will be held at Snow Basin. Many natural areas in the city also lent themselves to coasting and skating for young and old during the winter season.

Playgrounds: In Ogden 14 playgrounds were in operation for the 1946 season. New play facilities such as box hockey frames, tether ball stands, volley ball stands, and horseshoe boxes helped in the success of the program. The basic program consisted of handcraft, folk dancing, storytelling, drama, and tournaments. In addition there were music activities, equipment games, low organized games, quiet games, team games, and apparatus play. Special events were held each week, such as pet shows, the pioneer parade, fish scramble, doll show, and the like. The playground season was climaxed with an all-city festival with each area contributing an act. The theme of the festival was "On Wings to Fairyland."

Under the direction of their leaders, the children dramatized the fairy tales they had listened to during the summer season. Parents, children and leaders cooperated in making costumes. For the animals, net wire and papier-mâché were used to make masks which fit over the heads of the children. These animal heads were very realistic in appearance, and provided a great deal of creative work for both children and adults.

Average weekly attendance on the 14 areas with supervised play was 17,837. Total attendance for the 1946 season was 160,553 which was an increase of 65 per cent over 1945. The handcraft program on the play areas was climaxed with a city-wide handcraft exhibit. Evening movies and neighborhood family nights were held on the play areas.

Day Camp: Day camp was operated three days a week. Children from the various districts of the city alternated in having special days at camp. The program consisted of nature study, hiking, nature craft and swimming. A fur trapper theme was carried on at the camp. Ogden was named after the famous fur trapper, Peter Skeen Ogden. Here in the camp names once familiar when this section of the country was a rendezvous for fur trappers lived again. After the children arrived at camp they were divided into groups and assigned to camp sites named after the fur bearing animals familiar to this section. When the boys and girls ventured forth on their nature hike they were out for their "catch." Approximately 1,000 children participated in the day camp during the season.

Neighborhood Centers: During the winter season of 1945-46, seven neighborhood centers were sponsored by the recreation department and the city schools. The program consisted of dancing, touch football, basketball, volley ball, drama, boxing, badminton, table tennis, wrestling, swimming, bowling, special parties, craft work, table games, singing games, and tumbling. Perhaps the most popular event of the neighborhood center was the junior basketball league in which more than 500 boys played in league basketball games each Saturday afternoon.

The spirit of cooperation is growing between the schools and the recreation department. The facilities of the schools are ideal for after school supervised recreation. In most cases teachers are paid by the recreation department to work with the young people. The board of education and superintendent of schools give the use of the school buildings free except for the expense of custodial service. In future planning, it is the aim of the recreation department to set up a program for adults in school centers as well as for the young people. Already adult classes in square dancing and handcraft are in operation.

Community Drama: The drama fills a great need in community recreation. Every community recreation program, to be well balanced and complete, should give an opportunity for dramatic expression. The Ogden City Recreation Department with the Weber College forms a joint sponsorship for the Ogden City Community Theater. The sole purpose of the community theater is to provide a medium for dramatic expression on a city-wide basis.

The community theater is under the direction of a board of directors elected by the people of the community. The professor of dramatics at the

Weber College acts as supervising director and the director of recreation acts as business manager.

Last year the theater presented the following productions: *Berkeley Square,* by John L. Balderston; an opera, *The Vagabond King,* by Rudolph Friml; one-act play festival; and *Young in Heart,* by I. A. R. Wylie.

The highlight of the season is the one-act festival. Groups from all over the city are encouraged to sponsor a play and enter the festival. Last year 14 plays were presented representing schools, churches, neighborhood centers, and housing projects. An original play, *Fire in the Night,* by Carol Jean Vendell, an Ogden High School student, was outstanding. The play was staged, costumed and directed by students.

In June the Ogden Community Theater entered this play in the National One-Act Play Tournament sponsored by the *Little Theatre Guide* in Chicago. Only 12 plays were accepted in the national tournament. Trophies were awarded for production, originality, voice and diction, and individual performance for men and women. *Fire in the Night* was awarded first place for originality and second place for voice and diction. The Ogden Exchange Club cooperated with the community theater in a ticket drive for a benefit performance of the play to raise funds to send the cast to Chicago. In this way the project was completed and the entire community helped in its success.

Already this year community theater members are talking about plans for a state one-act play festival and a drama clinic for community theater groups. Ogden Community Theater, in its 1946-47 season, will present the following productions: *State of the Union,* November 14, 15, 16; *Desert Song,* (opera) March 3, 4, 6, 7, 8, 10; neighborhood one-act play festival the week of March 24; *My Sister Eileen,* May 1, 2, 3.

Music Program: Students from the city schools as well as some adults from the community have been assembled together under a music director employed by the recreation department. An all-school city recreation band of 65 members has been formed. During the summer season outdoor band concerts were presented in the public parks. Approximately 16,000 people were in attendance at the events. The band plans for concerts during the winter season, and it will assist on special occasions.

Dancing: Folk dancing was taught and encouraged on the playgrounds. A dance specialist moved from one play area to the next assisting with the dancing. Two days a week at special centers instruction was given in tap and ballet dancing. Thousands of children participated in and enjoyed the various types of dancing.

In the evening one night a week on the tennis courts under the lights there was old-time square and round dancing for adults. The western pioneer dances are coming back and gaining in popularity. It was "dos-a-dos on the corners and swing your partners all," as thousands of adults joined in the dance. As Utah nears its centennial year in 1947, pioneer dancing will take the lead all over the state.

Special Events: In Ogden, special events have proved very successful. There are a few that have almost become traditional.

In the spring the city-wide marble and hopscotch tournaments are popular. Last year more than 3,000 boys and girls participated in these events. There were four age divisions with champions determined in each. The tournaments were carried on at the 14 elementary schools. School winners were presented championship certificates and city winners were presented trophies sponsored by the retail merchants committee of the Ogden Chamber of Commerce.

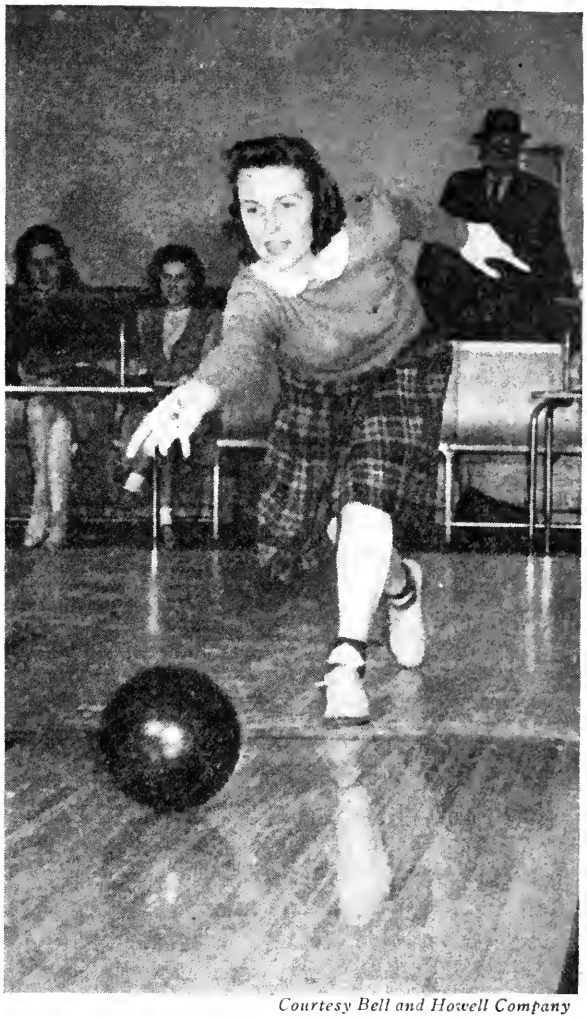
The children's pioneer parade the week of the 24th of July is another outstanding event. The parade is in honor of the Utah pioneers who came into the Salt Lake valley on July 24, 1847. The 1946 pioneer parade was outstanding. Approximately 3,000 children participated. There were 11 divisions as follows: Indians, fur trappers and explorers, covered wagons, handcart companies, first year in Salt Lake valley, pioneer homes, colonization, pioneer recreation, decorated vehicles, cowboys and cowgirls, and miscellaneous. First, second and third place awards were given for floats in each division, as well as to the outstanding boy and girl in each division.

Other popular events were the city-wide play festival, Halloween socials and community Christmas program.

General Recreation Service: There is a growing demand from the public for recreation service. In Ogden, many groups call on the recreation department for equipment.

Community recreation has had a wholesome growth in Ogden. Along with other communities of its size it is having growing pains. The present demand for recreation and program expansion is causing city and school officials to investigate new resources for funds to meet the situation. Increased cooperation of all agencies interested in educational and cultural growth can meet the new challenge for leisure time guidance.

Sports in America*



Courtesy Bell and Howell Company

SPORTS HAVE a significant place in the recreational life of Americans. In the number of participants and spectators, they are the outstanding form of outdoor leisure time activity. Sports in one form or another appeal to old and young, men and women, residents of city and rural areas. Millions of Americans enjoy taking part in some type of sport, watching others play, or both. Sports have come to be recognized as a traditional phase of American life. They rank with music, drama, arts and crafts, nature, social recreation, and dancing as a major field of recreation interest.

Yet, the widespread popularity of sports is a comparatively recent phenomenon, stemming in large measure from the time of the first World War. The causes of the marked awakening of public interest in sports during the past three decades are many, but a few are of special significance. The increased amount of leisure time resulting from shortened hours of employment enabled people to get out-of-doors more, especially over the week end, and has afforded time for engaging in sports. The widespread provision of physical education and sports programs in schools and colleges has given millions of children and youth training in sports skills and a taste of the enjoyment resulting from taking part in sports after leaving school. The acquisition of large recreation areas by local, state, and federal authorities and the development of those areas for various sports have made it possible for people with modest incomes to take part in activities that were formerly available only for the well-to-do. The usefulness of these recreation areas has been enhanced by the provision of leadership for the organization of sports programs and for guidance in the use of sports facilities.

Commercial organizations have played a large part in the arousing of public interest in certain forms of sport. Equipment and clothing manufacturers, owners of private sports facilities and centers, retail stores, transportation companies and hotel owners have all realized the profit to be gained by promoting sports for the people. Various estimates of the amount annually spent for sports run as high as four billions of dollars and much of this expenditure is due to the effort of commercial interests to capitalize on the appeal of sports for increasing numbers of people.

*Excerpts from a book on recreational sports now in preparation by George D. Butler.

Recent Trends

Many changes and trends have taken place in recent years in the field of sports. The following are of special importance to community sports programs:

Increasing emphasis upon sports for all the people rather than upon the development of a few champions.

More opportunities for training in sports skills, resulting in greater joy and satisfaction in participation.

Promotion of sports which both men and women can engage in together, thus meeting the growing demand for co-recreation activities.

Relatively increased emphasis upon sports in which persons can engage over a long period of years, as compared with highly competitive strenuous activities.

Rapid expansion in out-of-door winter sports programs.

Promotion of sports on a year round basis rather than for limited seasons.

Extension of opportunities for workers to engage in or watch sports events by the installation of lights at sports areas.

Utilization of limited recreation space by the development of adaptations of games, such as softball, paddle tennis and goal-hi.

Planning of spaces for multiple uses, such as paved areas which serve at different times for roller skating, ice skating, tennis, volley ball and other court games.

More widespread participation of women and girls in sports.

Enrichment and enlargement of the literature on games and sports.

Development of a more intelligent and sportsmanlike spectator population as a result of wider participation in properly directed sports.

Utilization of sports activities as a feature of social recreation programs rather than stress upon competition or winning.

More careful classification of players in order to assure fair, keen and satisfactory competition.

Development and widespread acceptance of a platform designed to protect the interests of women and girls engaging in sports competition.

A number of these trends are indicated in the following list of what one observer reported to be "the ten fastest-growing sports in the summer of 1940."

Skiing	Figure skating
Fishing	Bicycling
Bowling	Basketball
Softball	Table tennis
Badminton	Paddle tennis

Courtesy Chester, Pennsylvania, Recreation Board

Courtesy Oakland Post Inquirer

On the whole, these activities are essentially "recreational" sports. Several do not involve strenuous activity and therefore appeal to young and old alike, are especially suitable for co-recreation programs, and can be enjoyed over a period of years. Most of them are essentially participant sports. With the exceptions of softball and basketball, they are primarily individual rather than team sports. Some can be enjoyed by an individual without an opponent or a companion. Most of them are essentially outdoor activities.

Sports Preferences

Studies of the recreation interests of individuals have revealed the important place attached to sports as a form of leisure time activity. Swimming repeatedly heads the preference list of children, young people, and adults. In a study of the leisure hours of 5,000 adults living in 29 states, conducted by the National Recreation Association, the five most desired activities in the

order named were tennis, swimming, boating, golf and camping. Ice skating was tenth on the list, followed by hiking, with fishing and picnicking not far behind. In a study of the preferences of park users, carried on by the National Park Service, swimming ranked first among the park activities desired, with fishing and boating following in order named. A ballot of Rotarians in a southern city revealed that the five most common hobbies in which they took part as participants were in the field of sports, whereas three of the five most popular spectator hobbies involved athletic events.

In spite, however, of the growing numbers of people who engage in sports and the high place which sports hold among the leisure time desires of people, a large percentage of the adult population rarely, if ever, participates in—or even watches—activities of this type. The only form of sport in which as many as half of the 5,000 adults studied by the National Recreation Association took part was swimming, and the only others in which a third ever engaged were picnicking, hiking and tennis. Swimming was the only sport in which as many as a fifth took part frequently. No form of sport was included in the 10 highest leisure time activities, ranked according to hours spent per week on each, of 782 men and women who cooperated in a study in a northern industrial city.

Desires vs. Opportunities

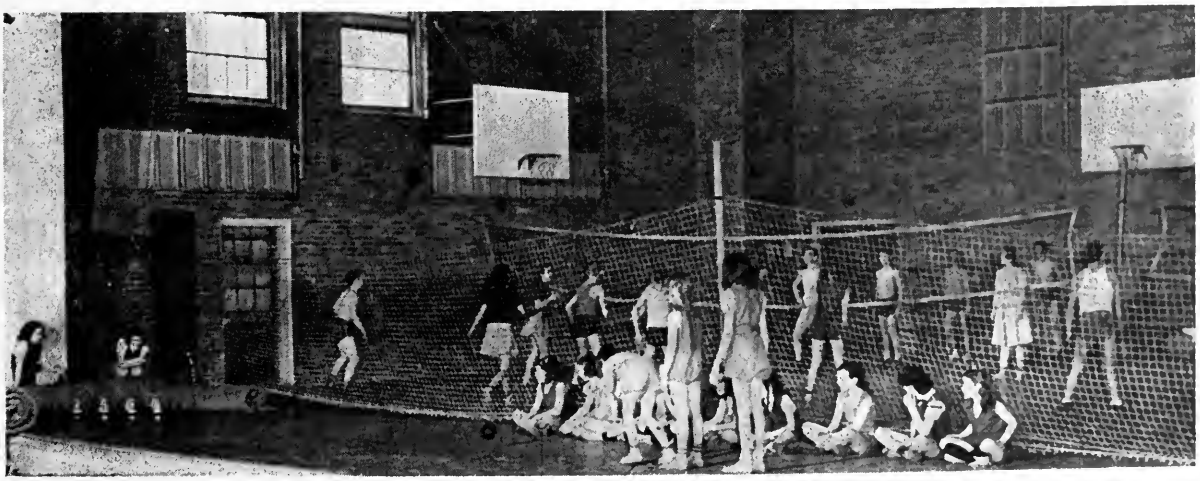
Studies have repeatedly revealed a wide diversity between desire to engage in sports and participation in them. This is particularly true of activities which require large areas, long periods of time, special facilities and equipment, or a considerable degree of skill. Many sports activities, because of the areas, facilities or leadership required, can be made available to large numbers of people only as they are provided by governmental agencies; others will gain participants only as they are made easily accessible, require little time, involve little or no cost to the individual or may be enjoyed by persons with varying degrees of skill.

The popularity of sports and the differences between participation and desires are illustrated by a study in which 17,000 young people of junior and senior high school age in Los Angeles took part. Sports held an overwhelming place among the activities engaged in and preferred. Seventeen out of 23 leading boys activities were of this type, and 12 out of the 20 leading girls activities. Team sports headed the list of activities in which most young people took part, but other types were desired by the largest number. For example, sports desired by the boys in rank order were swimming, archery, boxing, tennis and wrestling; by the girls, swimming, tennis, archery, hockey, and paddle tennis.

Toward the Future

Studies of sports interests and recent developments and trends afford much evidence that the major increase in participation in sports in the years ahead will probably be found primarily in the less highly organized individual or group sports which appeal to both sexes and to a wide age span.

The public recreation department is unique among the agencies promoting or conducting sports. It serves all the people in the community, young and old, male and female, regardless of skill, nationality, or any other factor. Its sports program is based upon the recreation interests of the people, includes indoor and outdoor activities, and is carried on throughout the year. In its hands, in a very real sense, lies the opportunity to insure to every member of the community the means of participating in a varied sports program and the leadership which such a program demands.



Let's Look at the Records

By A. E. FRADENBURGH
Brooklyn, New York

REMEMBER that pile of dusty old phonograph records that you almost fell over last time you were in the attic? Probably they belonged to Mother before she and Dad were married, or maybe they represent what's left of Dad's record library after four years in a college dormitory. Whatever they may be, chances are that these discarded and half forgotten discs may be a source of much pleasure and possibly considerable profit for you.

These old platters should be real hidden treasure. You collectors will jump for joy, especially if you find included some of the old-timers now enjoying a revival of popularity, such as *I'll Get By, It Had to Be You,* or *As Time Goes By.*

Don't count on it, but old records may even be a source of real money. Certain recordings are in great demand by big time collectors, who have been known to offer as much as several hundred dollars for a single record played by the Original Dixieland Band. Paul Whiteman once gave a listener a fifty-dollar War Bond for the privilege of borrowing a copy of an out-of-print disc—I believe is was *Do You Ever Think of Me?*—played by his own orchestra when it was a nine-piece organization appearing at the Palais Royale in New York. This particular record happened to be missing from the Whiteman files, and Paul needed it in connection with his radio show.

Surprises—Pleasant and Amusing

So the next time you have a couple of hours to kill, why not dust off the old records, wind up your portable (or plug it in if you're lucky enough to have that kind) and get set for some pleasant and amusing surprises.

Your first surprise—and it is a pleasant one—will be the discovery that once they have been cleaned with a dry cloth these old records really sound fine on the modern machine, much better and clearer than some of the new ones on sale today. It is possible that in some cases you will get better results with an old-fashioned steel needle than with a present day so-called long life reproducing point.

Don't expect any vocal refrains by Sinatras, Staffords or Crosbys. What vocal assistance the orchestra of that day had was usually pretty sad. It was not until the appearance of the sensational George Olsen recording of *Who* that the public wanted singing on its dance records. This particular record, with its now famous chorus by the George Olsen trio, is credited by musicians with revolutionizing recording technique for dance bands. But let's return to your record pile.

Your pile probably dates back to about the beginning of World War I. Perhaps you will be lucky enough to discover recordings — these by competent vocalists—of the hit tune of Irving Berlin's first Army show, *Yip Yip Yaphank,* a little ditty titled *Oh How I Hate to Get Up in the Morning*—which is not unfamiliar to present day ears—and a silly sort of thing called *Sister Susie's Sewing Shirts for Soldiers.*

Chances are that a good proportion of your records will be played by Paul Whiteman and his orchestra. These are all played in a typical Whitemanesque style that is not at all hard to take. In fact, the only outstanding difference between this style and some of your modern swing bands is the predominance of rhythm furnished by Mike Pingatore and his banjo. Mike must have been good. He is still with the band.

Hits of this Whiteman era included *Whispering* and *The Japanese Sandman.* The former was the first popular record to feature the slide whistle as a musical instrument. There is nothing Japanese about the latter but the title! Then there is *I Never Knew* and *Do You Ever Think of Me,* the former being one of the best of the seemingly endless series of tunes by that name. The latter is a thoroughly satisfactory number just as danceable today as it was in 1922. There is a long string of Whiteman recordings of Irving Berlin tunes from the annual Music Box Revues, outstanding among which are *Everybody Step* and *Say It with Music.* To mention only a few more, there were *Ka-lu-a, Blue Danube Blues, Bambalina,* all leading up to a grand climax with the Whiteman concert-type orchestra on the 12-inch recording of *When Day Is Done* and Rube Bloom's *Soliloquy.*

I suppose there must have been other bands that made records during that period. Perhaps your pile would include waxings by Ted Lewis,

Art Hickman, Vincent Lopez and later, of course, George Olsen with his *Who, Good News, Hi Diddle Diddle, Where'd You Get Those Eyes,* and so on. There are so many titles that it is virtually impossible to select the best.

I certainly envy you the thrill of hearing these records for the first time. It will make you wonder why more of the old tunes are not revived for radio and movie use. There may be some of your treasure discs that you will be tempted to throw away, especially if they seem from the label to be slightly on the long hair side. But please, for your own sake, don't destroy them without playing them through at least once. And let it be hoped, again for that same own sake, that at least one of the collection bears the by-line of W. S. Gilbert and Sir Arthur Sullivan.

People's Report

"By its very nature, recreation is fundamentally a responsibility of the city, the town, the village. It stems from the grass roots of day-to-day community living."

A LITTLE OVER a year ago—in January, 1946—a group of trained men and women in Olympia, Washington, working under the banner of the Washington Secretary of State, embarked upon a survey of the recreational and cultural resources of the state. The survey had been ordered by the state legislature. It was financed by state funds. Its final purpose was "to make recommendations to the state legislature for statewide planning and coordination in the recreational and cultural field, based on a sound analysis of the needs and desires of the communities and rural areas of the state. In December, as 1946 drew to its close, the surveyors made their report.

It is, they say, a *people's report,* for "We walked with the people. We talked with them face to face, listened to them, counseled with them." The report, published in December, is a digest of all the data collected in the year. It is the cooperative work of the members of the survey and civic groups in 39 communities in the state. Each community helped gather the pertinent facts about "indoor and outdoor recreation facilties, youth and adult organizations, recreational and cultural groups, commercial recreation and many other items." And each community weighed and assessed its own recreation program. The sum total of all the information, of all these analyses, of conferences and community meetings in all parts of the state is a clear picture of recreation as it is in Washington, a picture of what the people want it to be, a basis for recommendations for future changes and improvements.

It is not, obviously, possible to reproduce all 28 magazine size pages of the report in RECREATION. What follows is a sampling, a few of the many quotations that have significance as thought-provokers for all recreation-minded people.

The Family and Youth

"The Survey found that the family as a unit has been largely ignored in community recreation planning. Activities for varying age groups are treated as unrelated problems, and are organized in such a way that they tend to separate family members instead of bringing them together. Yet, many community leaders are becoming more and more aware of the necessity of encouraging families to learn to play together and thus, in their leisure time, strengthen family relationships.

"Survey polls indicate that families do enjoy doing things together. One-half the families go on trips together, or to the beach. Seven out of ten go to movies together. At home one-third play games or sing together.

"In concentrating on youth recreation, communities have attacked only the most apparent problem. Although much remains to be done, individual successes clearly show that recreation can be a vital part of a youth protection program.

"Yet community leaders have pointed out that youth-centered recreation has certain basic inadequacies in that it is not always part of, and integrated into, the broader community program. Consequently, youth are led to feel they are an isolated section of community life.

"To make its full contribution to family and youth, community recreation sights must be raised to a broader program, built for *all* ages, and designed to encourage *family* participations."

Not-so-Good!

". . . Many less desirable forms of leisure-time activity have increased rapidly.

"For example, expenditures in Washington for hard liquor alone during the fiscal year 1944-45 amounted to approximately thirty dollars per capita. By National Recreation Association standards, yearly maintenance of full public recreation programs in every city, town and rural area would cost communities about three dollars per capita.

"Slot machines, legalized gambling devices and illegal gambling claim additional tens of millions of dollars yearly. Yet public expenditures for recreation in Washington are far below the three dollar per capita standard."

Centers and Schools

"In recreation, this is exemplified by the growing Community Center movement throughout the United States and Canada. Most War Memorial plans embody the idea of a center for community recreational and cultural activities. To many people it is this concept that offers most hope for the rebirth of vital community relationships.

"Survey public opinion polls reveal that adults as well as youth are eager to participate in a wide variety of creative group activities. It is a hope for communities and a challenge to the people of the State to provide for the recreational needs of the present and to plan intelligently for the increasing demands of the future.

"Consolidation of schools, whereby one central school building serves large rural areas, has worked to the detriment of rural social and recreational life. Loss of the small community school has deprived many people of their recreation centers and community-minded teachers."

Delinquency

"Experience of Washington communities shows a close relationship between well-planned recreation and youth guidance programs, and delinquency control. In Vancouver, which has broad, year-round recreational activities, probation authorities report that in 1945 the incidence of delinquency was held almost to pre-war level. Kirkland, Cheney, Ephrata, and Everett are a few of the cities whose youth programs have had at least partial success.

"Successful delinquency prevention programs throughout the United States invariably were found to include planned recreation as a major factor in channelling the energy of youths into socially constructive activities."

Satisfied?

"First of all, the Survey found that people feel a deep sense of inadequacy toward their recreational opportunities. In its sampling of adult opinion in 38 areas, the Survey asked this question:

'Are there enough good recreational activities in your community?'

"Only 8 percent answered a definite 'Yes'; 42 percent said 'Fair,' but saw room for improvement; and *43 percent* said, *'No, they are not good enough.'* Half of those interviewed said they felt they must leave their communities for a large share of their recreation."

Improvements

In 38 communities ranging in population from 150,000 to a few hundred, 3,806 adults were questioned about what things recreational they wanted. Here is what they said:

"45% said 'A Community Center is our greatest need for family recreation.'

(This led all other choices two-to-one.)

"43% said 'More trained recreation leadership is our greatest need to develop a youth program!'

(23% said trained leaders were first for adult programs.)

"36% said 'Arts and Crafts and Community Musical Groups are what we want most for a cultural program!'

(Civic dramatic presentations were third choice here.)"

Five thousand six hundred and sixty-six students in 31 communities asked the same question, answered as follows:

"60% said 'We want to go to a summer camp!'

(Only one in five now participates.)

"37% said 'A swimming pool is the first thing we need at our playground!'

"40% said 'Our town needs a teen-age dancing program!'

(This question was asked of high school students only.)"

What Recreation Tries to Prevent

I'm an old, old man; I have been an old, old man all me life. — From *A Frank Swinnerton Character.*

Letter from England

The National Playing Fields Association
71 Eccleston Square, London, S.W. 1,
14th November 1946

HOWARD BRAUCHER, ESQ.
National Recreation Association
315 Fourth Avenue
New York 10, New York

Dear President Braucher,

On behalf of the National Playing Fields Association I send to you and to your colleagues and members of the Recreation Association of America most cordial greetings.

We over here are keenly interested in the multifarious activities of your Association, so much wider than our own and worked out on so much larger a canvas. We are equally appreciative of your generous response to our inquiries regarding Play Leadership. The information proved most timely and helpful.

The problems and possibilities confronting our respective Associations in this post-war period are fundamentally similar, though their incidence and the methods by which we face up to them are necessarily different. Nevertheless, we can help each other by sharing news and views periodically, as you suggest, and, for our part, we regard it as a pleasure to do so.

To appreciate what we are attempting and achieving it is necessary to understand first our background of development and the impact of the war. In this connection it is interesting to record that on the 9th of July this year we entered our twenty-second year.

Founding. It was on the 8th of July, 1925, in the Royal Albert Hall, London, in the presence of their Majesties, then their Royal Highnesses the Duke and Duchess of York, and of a great gathering of people of all classes, that the following resolution was put to the meeting and carried with acclamation:

"That this meeting, recognizing the vital importance of playing fields to the physical, moral and mental welfare of the youth of the country, deplores the widespread and increasing shortage of recreation grounds, and urges all Local Authorities, Sports Governing Bodies, Societies, and members of the public interested in the matter to cooperate with the National Playing Fields Association, in order that, by their united efforts, the deficiency may be met."

Immediately following the resolution, the Duke of Sutherland, who presided, announced that His Majesty had graciously consented to become the President of the Association.

His Majesty's faith in the National Playing Fields Association has been progressively justified by the remarkable progress which the Association has made since it was launched; a faith which is still demonstrated by the fact that His Majesty remains to this day the Association's Patron. He takes a keen personal interest in the movement, and his interest and enthusiasm are happily shared in no small degree by Her Majesty.

The problem of the provision of adequate playing fields has been dealt with sporadically in this country for many years prior to the founding of the N.P.F.A. Much excellent work had been done by Societies specially formed for the purpose in London, Manchester, Norwich, Worcester, and a few other places. Before actually proceeding to form the National Association, however, a letter was prepared for publication in the press, to which the signatures of some of the most prominent and influential men and women in the country were obtained. The response came in unmistakable language, every writer bearing testimony to the intense demand for playing fields, particularly for the young people, in every part of the country, and urging the necessity of immediate action.

Gifts; Financial Support. His Majesty the King gave the country a Royal start by presenting the playing fields at Hampton Wick and gifts of Playing Fields and financial contributions poured in from generous donors whose names are too numerous to mention in full here. This brief account would be incomplete, however, without reference to the magnificent generosity of the Carnegie United Kingdom Trustees whose donation of £200,000 was not only of immense practical value but was, in addition, a source of inspiration and encouragement to all concerned.

Offers of Service. An equally generous response was received from every part of the country by way of offers of voluntary service. These were gladly accepted and enabled the Association to decentralize its activities and establish itself from the

outset on a sound, democratic basis, encouraging and harnessing local effort and enthusiasm.

The County Associations. The basis of Playing Fields work became the County Associations and there were sufficient volunteers in the first year or two to staff thirty-eight County Associations in England, several in Wales and Scotland, and one for Northern Ireland. The movement has since taken root in South Africa and Palestine.

Aims and Objects. An outstanding need which the Association has throughout exerted its influence and its efforts to supply with some measure of success, though much remains to be done, is the provision of adequate children's playgrounds in the congested areas of the cities and big towns, and especially in those areas which are far removed from the nearest public park.

Further, in appealing for support to all who have at heart the interests and future of the race, the Association has ever borne in mind the thought so aptly expressed by Joseph Lee, that:

"The boy without a playground is father to the man without a job."

This was the background which led the Association to formulate its aims and objects under the following six heads, later expanded to embrace everything pertaining to the provision, equipment, maintenance and use of playing fields, the encouragement of Play Leadership and the training of Play Leaders:

1. To secure adequate playing fields for the present and future needs of all sections of the community.
2. To secure proper playgrounds for the children.
3. To save the few open spaces that still exist in and around our increasingly congested cities and towns.
4. To save existing sports grounds which are threatened with extinction.
5. To focus local opinion and provide an organization to give it effective expression.
6. To cooperate with all Local Authorities and others who are striving to secure these objects.

Royal Charter. In 1933 a Royal Charter was granted to the Association as a voluntary organization to be managed by a Council on which are representatives of the National bodies governing sport and all recognized organizations interested in social welfare, local government and physical recreation.

Achievements. That the Association has done much to attain its objects is universally admitted; that much yet remains to be done is equally true. Altogether the Association has assisted to provide 1,430 new Playing Fields, which afford accommodation for 1¾ million people; it has also helped to improve and equip many hundreds of other grounds. Moreover, the number of grounds now held in trust by the Association exceeds 100. It has, in addition, influenced the expenditure of over three million pounds on Playing Fields. Above all, its propaganda has awakened the public conscience to the recreational needs of the nation, paved the way for the passing of the Physical Training and Recreation Act, 1937, and led to the amendment of the Education Act, 1944, and to the renewal of grant aid from the National Exchequer as an essential encouragement of local effort.

Nevertheless, although the Association is legitimately proud of its many successes it recognizes that its self-imposed task

Courtesy British Information Service

will not be finished until every town-dweller and villager is provided with those recreational facilities which are so vitally important to the health and happiness of the whole community, and until every child has somewhere to play, other than in the insecurity of the streets, and that measure of encouragement and guidance in the playing of games that wise and effacing Play Leadership alone can provide.

The Press. From the very commencement of the movement the press of the country has given the National Playing Fields Association its cordial and emphatic support. This powerful and practically unanimous backing has helped the movement enormously, and has been a great encouragement to the Council and Executive Committee in giving effect to their policy and in carrying out the heavy and constantly increasing work of the Association.

The Association goes forward today with its faith as strong as ever that there will continue to be that combined effort of individual initiative and public enterprise through which alone the final and satisfactory culmination of its great task can be attained.

War: Damaged and Requisitioned Playing Fields. Many of our largest and best playing fields were required for emergency purposes. Some of these will probably never become playing fields again and in the case of others it will take years to remove concrete, returf and restore to their former use. New playing fields were not acquired or laid out. Large population changes took place and, for various reasons such as the housing shortage and changing industries and industrial areas, the spread of population is not now quite the same. In some towns and rural areas, therefore, there is not only the leeway of war years to make good but, in addition, the need to make provision for an increased population.

The disentangling of wartime requisitioning of land and the post-war demand for land by the Central and Local Authorities for housing and for a variety of other vital purposes has resulted in a spate of legislative enactments which has required and is requiring the utmost vigilance on the part of the N.P.F.A. in safeguarding the legitimate interests of the community for facilities for outdoor recreation.

During the war the Officers and Staff of the N.P.F.A. and of the County Associations were naturally dispersed on wartime purposes and our organization has had to be rebuilt while still taking the strain of the exceptionally heavy post-war demands.

Structure of N.P.F.A. We have been greatly encouraged during the past twelve months or so by the fact that practically all our County Associations have revived and are strengthened by new personnel, and that the number of local authorities who have become Corporate Members has increased from just under 400 to nearly 1,000. This last point, incidentally, brings out I believe one of the many differences in structure of our respective Associations. We are a hundred percent voluntary association, deriving no direct financial help from statutory sources and subject to no official control or direction. Our standing and relationship, however, with all the statutory agencies has always been excellent and continues to be so. The war has in a measure helped in this direction for it brought home more clearly than ever before the need for and the value of close and friendly cooperation between statutory and voluntary agencies.

Relationship with Other Agencies. We regard it as important that the initiative in obtaining playing fields should rest with each local community and that from the outset the people who are likely to need and use the playing fields, when provided, should be consulted in regard to the choice of site and the lay-out. Our Association helps the local community with legal and technical advice, and collaborates with them and with the local authority in insuring for every worthy project a reasonable amount of financial support from central government sources or from the Association's own Grants Fund. We are forging, therefore, an effective partnership on a National level and, through our County Associations, on a county, city and village level, between the individual citizen, the local government officers, the local authority members, and the representatives of the central government departments concerned, i.e., the Ministry of Education, the Ministry of Health, the Ministry of Town and Country Planning, the Ministry of Agriculture.

Sometimes this method of consultation at all levels between statutory and voluntary agencies may seem a little slow, but it gets the job done with good will. The process of getting playing fields by a united effort invests them with a greater value when obtained and ensures that they will be more fully appreciated and used.

Publications. As part of our Advisory Service in this post-war period we have published the following booklets, copies of which are enclosed:

The Selection of Land for a Playing Field
The Lay-out of Playing Fields
The County Guide

Rules for a County Playing Fields Association
How to Obtain a Playing Field

Moreover, the Association's *Journal* has been revived and has run four quarterly issues. The support has been greater than we anticipated and we have decided, therefore, to join with our colleagues in the Central Council of Physical Recreation, in publishing it under joint auspices, commencing in January next, and subject to there being no legal reason to restrain us from doing so—for there is a Journal published over here called *Canoe and Small Boat Recreation*—we proposed to call it *Recreation*. In that event we shall have one more link in common. (Since dictating this letter we have decided to call it *Recreation Review*.)

Courtesy British Information Service

Steps Taken to Acquire New Playing Fields. An outstanding achievement was a Conference of Representatives of Local Authorities which we recently called here in London to consider practical steps to take in acquiring new playing fields and to consider Play Leadership. Over 700 representatives from every type of local authority came together. Planning and Education Officers and members of their respective committees, County Councillors, Urban and Rural District Councillors, Parish Councillors, Park Superintendents and Physical Training Organizers. They came from every one of the 49 English and 12 Welsh Administrative Counties. (Scotland has its own organization, though it works very closely with us and regards itself as our Scottish branch.) I hope to send you a copy of the printed proceedings of this Conference quite shortly.

War Memorials. Almost every post brings us a crop of fresh inquiries for legal, technical and/or general advice and in many cases also for financial assistance. All over the country, particularly in our villages, local communities are planning playing fields as War Memorials. The labour and materials are not available at the moment to lay them out and to equip them, but, with our advice and help they are concentrating on securing the sites.

So you see we are much alive as an organization and our services are greatly in demand, while the social conscience here is awakened, largely no doubt owing to our effective work and propaganda these twenty-one years past, to the vital necessity for the provision of adequate facilities for healthy outdoor recreation for folk of all ages, for the especial provision of safe playgrounds for the use of children out of school hours, and for encouragement and guidance in the playing of team games.

Status of Recreation in Great Britain. Through industrial and factory legislation, through the recognition of our trade unions and their practices and in other ways, Britain guarantees to every member of the community a minimum of leisure; statutory interest, encouragement and support in the provision of leisure time facilities is a natural

and indeed an inevitable corollary. We no longer have a leisured class but rather a community which of necessity works hard and requires for its balance and stability the means to play hard too.

I must have written more than enough now to satisfy your thirst and that of your colleagues for information as to what we are doing or attempting on this side of the Atlantic. Even so I have probably not answered all the queries in your mind. In that event just let me know at any time what I have left out and I will endeavor to repair the omission.

With sincerest good wishes,

Yours fraternally,

(*Signed*) ERNEST NEALE,

Deputy Secretary.

Clubs for Bowmen

By FRANK T. BAWDEN
President Unquowa Archers
and WALTER H. HELLMANN
Superintendent of Recreation
Fairfield, Connecticut

Courtesy Hood College

ARCHERY FITS WELL into any community recreation program. It appeals to men and women, boys and girls, young and old alike. Because it is a test of skill rather than of strength, all can compete on an equal basis. Yet the drawing weight of a 40 pound bow will prove an adequate incentive for even the strongest arm.

The physically handicapped can find in archery an opportunity to enjoy the good fellowship and social experiences which they are often denied in other sports, and it is an ideal sport for family recreation programs. It can accommodate large numbers of participants or it can help an individual fill in a vacant hour or two. It is self-directed activity that needs no special type of trained leadership or supervision. It is adaptable for outdoor and indoor participation, so it is not a seasonal sport and may be enjoyed all the year round.

Space and Equipment

The space requirements for archery are quite modest. The equipment is relatively inexpensive in cost. The individual archer usually owns his own bow, arrows and arm and finger guards. A good beginner's outfit can be bought for about $10. Targets are generally owned by the club or recreation department. Faces for the targets are bought by the dozen at a reasonable price. For outdoor shooting the regulation 48 inch targets, costing about $10, are used. For indoor shooting the 24 inch target (costing about $5) will prove satisfactory. These targets usually last about a season. New faces, of course, are provided as needed.

In order to shoot well you should enjoy your bow and arrows to the fullest extent. In choosing a bow, therefore, make sure it is not too strong. Drawing weights run all the way from 10 to 40 pounds. In capable hands either type can send its arrow true to the mark. Arrows should be selected in lengths and weights that suit the individual archer. The average men's arrow is 26 inches and the ladies' arrow runs about 24 inches.

When shooting outdoors a grassy bank or slope makes a good background for the targets, provides a safety factor behind them. For indoor shooting several old rugs or carpets hung behind the targets will serve as backstop for any stray arrows.

Club

To get the full benefit from archery it is desirable to organize a club. Members not only enjoy the social advantages of a club but are able to meet with other clubs in friendly competition. Where distances make outside meets difficult, matches can be held by mail. Each club shoots on its home range and then exchanges scores. A wide fellowship of acquaintance can thus be established.

Before the Unquowa Archers Club of Fairfield, Connecticut, was started, there were only a few people in the town actively interested in archery. An inquiry at the Board of Recreation office brought the suggestion that an invitation be extended (through the local papers) to a meeting of all those interested in forming a club. There were only 11 people present at the first meeting. Some were experienced archers, but most of them were people who had at some time or other shot a bow and arrow and felt the urge to try it again. This organization meeting took place less than a year ago and today our membership is 34.

After a constitution and by-laws were adopted, a suitable name was sought for the club. The name "Unquowa" was decided upon because it had been the name of the Indian tribe which had settled on the site of Fairfield in pre-colonial times.

The recreation department assigned the club an area in one of the town parks for an outdoor range and later obtained the use of the high school gymnasium one night per week for club use during the indoor season.

Procedure

In our indoor program weekly scores are kept by shooting 90 arrows at a 24 inch target. Each person shoots six arrows, which is called one end. When all have finished shooting an end the arrows are pulled from the targets and the scores counted as follows: Arrows in the gold count 9, in the red 7, in the blue 5, in the black 3, and in the white 1. This procedure is repeated until 15 ends or 90 arrows have been shot. The scores are totaled for the evening and recorded by the secretary. After six weeks, the shooters are classified into A, B and C classes for ladies and men. After this classification there is another six weeks' period of shooting for club championships. The board of recreation offers prizes for this event.

Outdoors in the summer we shoot the American round which is shot at the regulation target. This round consists of 90 arrows, 30 of which are shot from 60 yards, 30 from 50 yards and 30 from 40 yards. The score is kept in the same manner as for indoor shoots. With a steady increase in membership, we are looking forward to next summer when we hope to stage a district championship meet and to enter a team in the state championship matches.

For healthy, happy, inexpensive recreation we heartily recommend archery for everyone.

The Scoreboard

AUGUSTA, GEORGIA: For the 1947 basketball season the Augusta Recreation Department has announced a city basketball league with 8 men's teams, 4 women's teams, 8 junior teams, and, for the first time, a junior basketball league composed of teams from the grammar school.

San Francisco, California: Young basketballers—and experienced players, too—had a chance at some expert help for their games. They took advantage of it, too, for 500 people came to a basketball clinic—and that in spite of very bad weather—to watch the fundamentals of the game demonstrated and explained by experts.

Cleveland—Cincinnati, Ohio: Ohio teachers, it would seem, like to "set 'em up in the other alley." At any rate seven five-man bowling teams of Cleveland teachers matched alley skills with a like number of Cincinnati teachers in Columbus. And, just to round out a day of fun, they matched wits and anecdotes over a pre-bowling luncheon.

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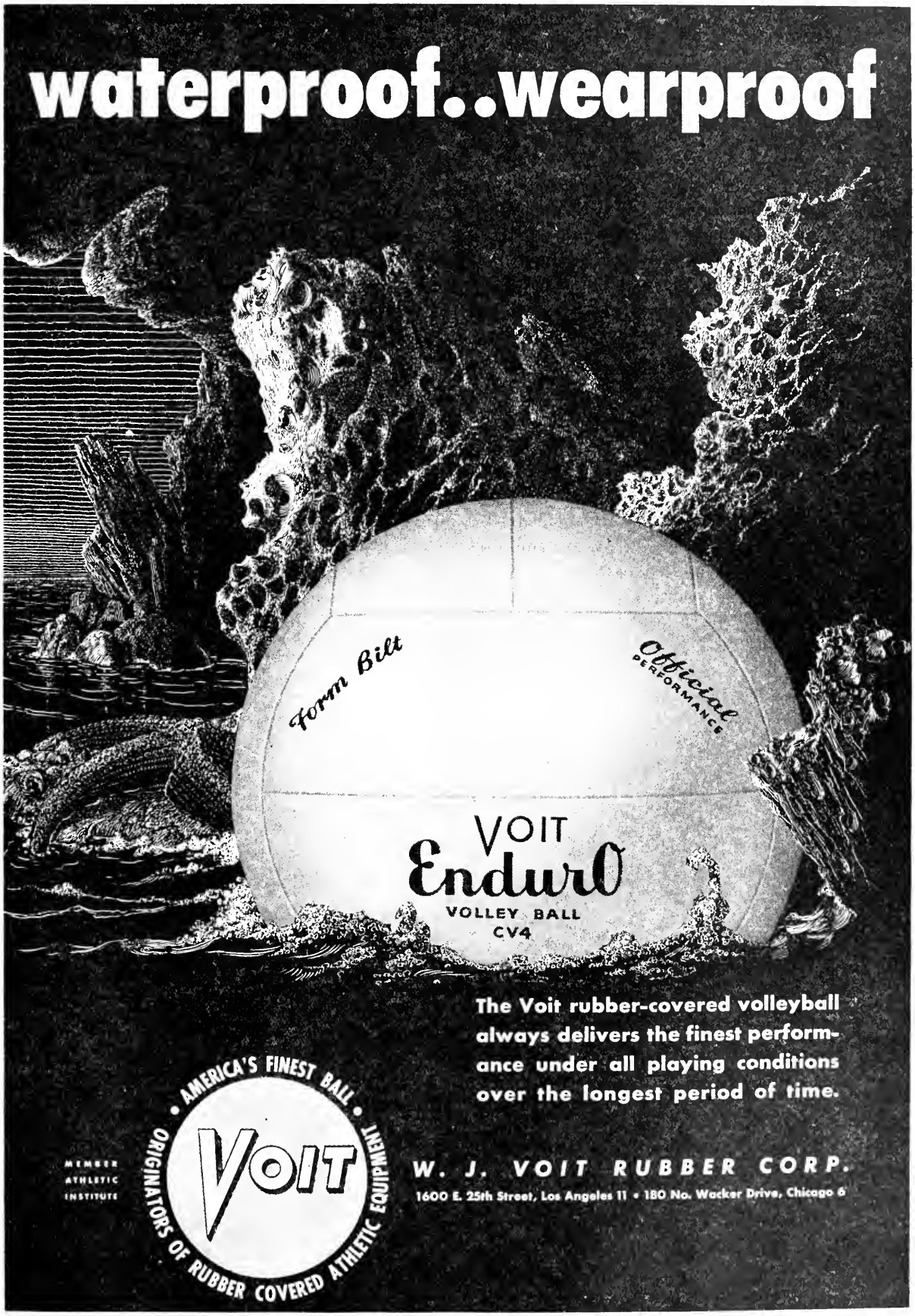

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WITH THIS ISSUE OF RECREATION we are introducing a new wrinkle. From time to time, as requests for information on subjects of general interest come to us we'll reproduce them—in whole or in part—in this column along with our answers. Then—and here's where you experts get your innings—*you're* invited to comment, to add to or subtract from our answers. If you'll cooperate, we think we can work out something interesting and constructive in the line of "letters to the editor," "vox populi," "the question box" or what have you.

Are you ready for the question?

A superintendent of recreation wants to know whether any cities have an unofficial fund to take care of medical expenses incurred by participants in recreation programs conducted by municipalities since it is not usually considered legal for public funds to be used for this purpose.

We told him of three cities—Baltimore, Maryland; Cleveland, Ohio; St. Louis, Missouri—which set up such a fund from the proceeds of a city-wide sports day program including in each case several ball games.

Have you any other ideas?

The secretary of a city planning commission, having been advised by the City Solicitor that play and recreation space can be legally required for all new residential developments without cost to the city, inquires:

1. To how large a residential subdivision should such a law pertain?
2. Should the requirements for play and recreation space be the same for a development adjoining or near a public park or playgrounds as in a congested area far from any recreation facilities?
3. How much space should be set aside in each new development?
4. Could the space be provided by a builder off the development—e.g., within a block of the new development?
5. Should age limits be specified for those privileged to use such play and recreation facilities?

Our answers to the five questions follow in brief. Have you further information?

1. Most laws and local regulations do not specify the size of the sub-division which should be required to dedicate recreation areas, using instead the phrase "that due consideration be given to such dedication."
2. No, if the recreation areas are adequate to take care of the new development. If not, the new development may be expected to include enough space to meet national standards.
3. The space set aside should be based on density of population.
4. Yes, the main consideration is the selection of a location which would best serve the population which is expected to use the area.
5. It's better not to specify age limits in any ordinance.

Music: Crime Cure?

EVERY THINKING human being today is aware of the alarming increase in crime—especially juvenile delinquncy—throughout the world.

A widespread discussion of potential remedies is going on in print, education conferences and public forums. But the experts are overlooking one factor which is an important influence in the provention of crime: music.

Music not ony has charms to sooth the savage breast, but it has enchantments that can pacify the savage in the civilized breast. It is vitally important in the prevention of crime because it induces moods and states of mind that are incompatible with crime.

Perfect Record

The truth of music's power can be proved by statistics. In 1928, on the occasions of its 25th anniversary, the Music School Settlement in the heart of New York City's East Side published some amazing findings:

In its quarter-of-a-century existence, not one of the 30,000 children enrolled in its music studies has ever come before a Juvenile Court for delinquency.

Time has not shaken this record. Today, 18 years after the first figures were released, the school can still boast of never having had a delinquent.

After learning about the astounding crimeless state at the Music School Settlement, I determined to find out what percentage of criminals confined to penal institutions throughout the U. S. had received a musical education.

The response to my inquiries provides food for serious thought. Eighty-seven *percent.* of the prisons answering my form letter had no professional musicians or musically-educated persons among their prisoners.

Out of 11 penal institutions, only four had any musically-educated inmates at all. Of these four instiutions, with a convict population totaling 12,401, Sing Sing had the highest number of musicians—19 out of 2,408 inmates, or less than one *percent.* The State Pentientiary at Joliet, Ill., had the lowest percentage of musicians or musically-educated persons, not one among its 4,787 charges.

That there seems to be some correlation between music and character is already realized in some prisons.

For instance, the bandmaster of the Southern Illinois Penitentiary, after describing how he trained prisoners who had had no previous knowledge of music to play in the prison band, wrote:

"Trained musicians do not commit crimes—and men who receive musical training in penal institutions stay out when released."

There is nothing new in the concept of musical therapy. Even the Greeks had a word for it. Its importance in the development of character was recognized by Plato, who said in his "Republic."

"Musical training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul, on which they mightily fasten, imparting grace, and making the soul of him who is educated, graceful, or of him who is ill educated ungraceful."

In spite of the strong argument attesting to its importance, music in the present scheme of general education holds a place far below its potential value. Despite the good, bad and indifferent music-appreciation classes in our school curriculum, music is regarded only as a special skill or as a diversion.

The physically exciting rhythms of popular music are not what I mean when I speak of beneficial music. In fact I believe that an overdose of this type of stimulation to which our young people are subjected may play a large part in contributing to delinquency. Of course, as a serious musician, I may be prejudiced, but I sincerely believe great art music exerts an influence for good.

It is important that music—perhaps an hour of it—be included in the daily routine of a child's life. This does not mean he has actually to perfor music (it might even be harmful to force an unwilling child to play an instrument) but I believe he should have the experience of *listening* to good music.

Radio and phonograph provide excellent musical opportunities. But to listen intelligently with added enjoyment, a child needs adequate musical guidance.

The parents, as well as the teacher of music, share the responsibility of furnishing the inspiring musical experience that form one of the great character-building influences of youth and persevere through life as a force for good.

Let us give music a chance to use its vast power.—*Olga Samaroff.*

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Survey

The City of Richmond Studies Its Teen-age Population

By JANE W. POULTON

LAST SPRING the Community Council of Richmond, Virginia, made a survey of the activities and interests of the city's teen-age population. Its purpose was twofold: to analyze participation in the existing recreation facilities, and to discover wherein the present programs were failing to take care of the needs of the teen-agers. From a long list of specified kinds of recreation including sports, hobbies, and discussion groups, the children were asked to check their interests. The report indicated a probable need for more coordination between the agencies, the churches, the schools and the home.

Agencies Benefit

Richmond agencies, where possible, revamped their programs to conform to survey results. The Y.W.C.A. reported that its staff and the teen-age committee had reorganized the work of the teen-age department. There was an expansion of the club programs in senior high schools and an elimination of some programs with younger age groups where the Scouts place more emphasis in their work. The elimination of some work with younger groups allowed an expansion of activities for the teen-agers. The co-ed teen-age center developed its program more fully to include special Saturday morning group programs for discussions on boy-girl relationships and other subjects of interest to the group as revealed in the survey. Plans were made to make swimming more widely available in accordance with its high rank as a favored recreation. The teen-age committee of the Y.W.C.A. went on record in favor of central planning for teen-agers and designated a part of the time of the professional staff for that purpose.

Although the Scouts work for the most part with a younger group, the Girl Scouts are placing greater emphasis on a program with the Boy Scouts in order to meet the interest of the teen-age Scouts in co-ed activity. There is joint planning between the teen-age committee of the Y.W.C.A. and the Girl Scout Council on a cooperative co-ed day camp program for next summer. Heretofore both the Scouts and the central Y.W.C.A. have operated separate day camps for younger children. It is hoped that by pooling the staff and resources of the two agencies more and better services will be provided and a larger number of individuals can be served.

The City Division of Recreation reports that it has included in its programs for years most of the desired activities. Out of the list of 16 higher percentage activities in the survey, 11 are actively participated in. Of the remaining five activities, three have not proved advisable for the public recreation program.

The Jewish Community Center of Richmond, which was organized about the time the survey was concluded, has used the results with its youth council in the selection of program emphasis and planning.

According to the Community Council one of the great problems in community recreation is finding adequate adult leadership, and while there are other factors that prevent the programs in Richmond from meeting all the needs brought out in the survey, the agencies are now more than ever aware of inadequacies and are working towards a solution of the problem. Results of the survey have been made known to both staff and volunteer groups responsible for teen-age programs and these groups will continue to use the results as a basis for planning. Each questionnaire returned by the student listed the name and address, and it has thus been possible to use the questionnaires for recruiting purposes for this year.

The study was analyzed bi-racially for Negro and white children. It was, therefore, possible to show agencies responsible for working with Negro groups wherein program interests differed between white and Negro children. The Y.M.C.A. and Y.W.C.A. have planned together additional jointly sponsored co-ed programs for Negro teen-agers, and two other agencies working with this group are providing discussion groups and other activities requested by the Negro young people. Unfortunately, inadequate facilities and staff have prevented the expansion of programs to meet all of the needs of the Negro youth which were made clear by the survey.

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Remember this the next time you buy baseball equipment—whether it's a new ball, glove or mitt, or a uniform designed for greater playing-ease and modern styling—it's the LAST WORD from any angle if it's labeled "WILSON." Look to the *leader* for the *latest* and *best.*

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The Process

The survey itself was conducted through questionnaires filled out by the pupils in grades 7 to 11 in all Richmond high schools. Out of an estimated 11,237 children, 8,500 or 76 percent returned the questionnaire filled in completely. The proportion returned by the individual schools, however, varied in completeness. Therefore, it seemed advisable to conduct the study by using a sample of 20 percent of the school membership. This sample was broken down by race, schools, and classes within each school. The representativeness of the sample was tested statistically on the basis of the sex of school children, a characteristic which was known both for the sample and for the total number of children in the grades covered. On this basis, the sample was found to be highly representative.

The survey consisted of three parts: questions of general interest about the time children had free for recreation and the times when parents were at home during after-school hours; questions concerning the participation of children in present activities of agencies, school, church and unorganized play on streets, vacant lots and playgrounds; questions about a number of selected sports, hobbies, discussion topics for groups, and musical activities. In this last section the children were also asked to express their attitudes toward co-ed activities.

Questions of General Interest

In checking the time free for recreation activity (before supper, after supper, or both periods) most children considered the first days of the week as the most favorable for recreation, while percentages of children free to play on Friday and Saturday were below averages for the week in most groups. This may mean that a high proportion of children of these ages work for pay or help with chores at home on Friday afternoon and Saturday. It is also possible that children understood the question which read, "check times you are free for recreation activities" to refer to organized group activities only, while the week ends may be their favorite days for movie-going, visits to friends, unorganized play or reading (which was not studied at all in the survey as a form of recreation).

Percentages for white and Negro children were parallel for the most part except in the group 15 years and over for the period before supper.

In studying the percentages in Table 1 it appears that the percentage of children not free to play is much too high and that there must have been some misunderstanding about the meaning of the question. If the children understood the question to mean time free for additional recreation activities or time free for planned activities outside of the home, then the percentage of children needing such planned recreation is rather high.

TABLE I

Average Time Free for Recreation

Age of Children and Time of day	Average for Children in White Schools Number	Percent	Average for Children in Negro Schools Number	Percent
All Children				
Before Supper	4,000	52	1,500	44
After Supper	3,500	46	1,800	50
Unduplicated Total ...	5,000	74	2,500	71
Under 15 years of Age				
Before Supper	2,300	57	1,000	50
After Supper	2,000	48	1,000	50
Unduplicated Total ...	3,100	76	1,400	75
Fifteen Years and Over				
Before Supper	1,700	46	500	36
After Supper	1,500	44	800	49
Unduplicated Total ...	2,500	72	1,100	65

NOTE: The percentages given here are the averages of the percentages for the six days of the week. Estimates of the number of children have been rounded to the nearest hundred. The unduplicated total includes all children who can play at *some* time, either before supper, after supper or at both periods.

The second question of general interest dealt with the times when parents were at home. The children were asked to indicate what times their parents were usually at home after school, (after supper, both times or neither time). As might be expected, many more mothers than fathers spend full time at home. Among whites, 65 percent of the mothers and 18 percent of the fathers are usually at home in the afternoon and evening after the child is back from school. These percentages are much lower for Negroes (43 percent of the mothers and 15 percent of the fathers). On the other hand, the percentages of fathers usually absent is alarmingly high (32 percent for white and 41 percent for Negro). Perhaps more serious in its implications for Richmond youth is the absence both after school and after supper of one white mother out of 10 and one Negro mother out of every six.

Parents of Negro children are more likely to stay at home when the children are under 15 years of age than when the children are older. In the case of white parents, the age of children within the group studied does not seem to affect the presence or absence from home.

The results of these two questions are not only interesting from a sociological standpoint but to recreation leaders everywhere they point clearly to the great necessity for better use of facilities and closer teamwork among those responsible for guidance of the teen-age group.

TIGHT BUDGET? TRY ARCHERY

Perhaps you have been thinking: "archery would fit into my program just fine, and I know the response would be big, but where's the money coming from?" Cheer up. Archery is among the least expensive sports in organized recreation.

Let's say, for instance, you will want to handle sixteen people at a time. The costs, taken from Ben Pearson's 1947 catalog, will run like this, for *good quality* tackle:

16 bows	$ 96.00
16 dozen arrows* .	$ 96.00
16 armguards . . .	$ 18.40
16 fingertabs . . .	$ 4.00
16 ground quivers .	$ 20.00
4 targets, with stands & covers**	$ 46.80
Total	$281.20

**twice the number you need, but arrows will break sometimes.*

***4 archers to a target, standard procedure.*

By buying the best range tackle, you could hardly double this figure, but by cutting down somewhat on quality (not too wise a move, in our opinion) you could nearly halve it. All else you need is a space in which to shoot. You can get by on 50 yards quite nicely, 80 yards is simply luxurious. And for beginners even less is adequate.

So if you are not already offering archery as a part of your program, you can see that it is a small sum that is standing in your way. Look up the Ben Pearson dealer near you. He will help you get set up, and we will furnish how-to-shoot instructions, and all the other help you need.

Meanwhile, send for the 1947 edition of the Ben Pearson catalog, or for special publications on shooting, or organizing archery. We invite correspondence on your particular situation or problems. We maintain an advisory service especially for that purpose.

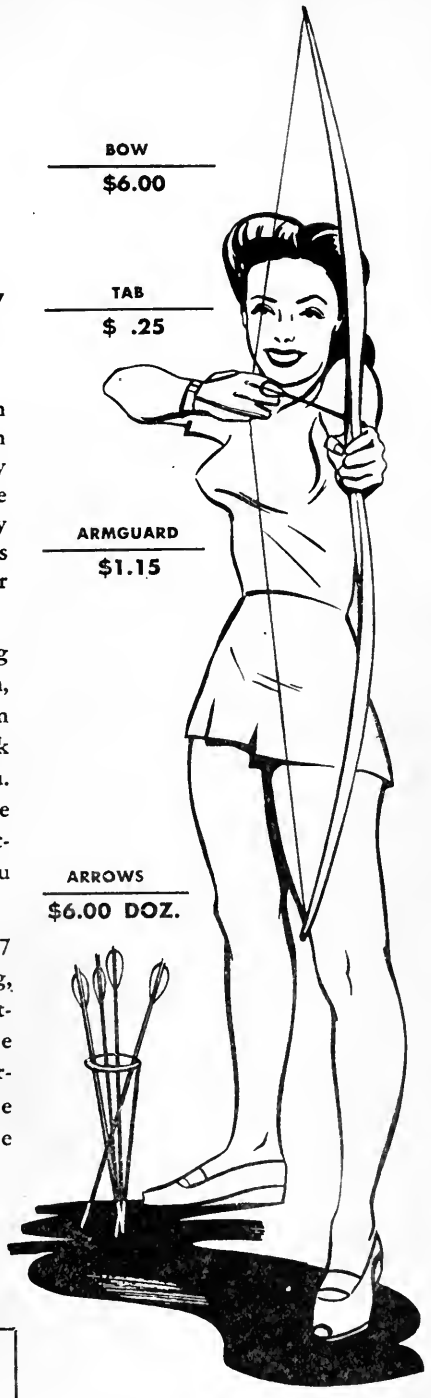

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TABLE 2
Distribution of Children by Time of Day When Parents Are Usually at Home

Time of day	White Children Number	White Children Percent	Negro Children Number	Negro Children Percent
Mother at Home				
Before Supper	630	8	613	17
After Supper	1,380	18	815	23
Both Times	5,010	65	1,502	43
Neither	695	9	594	17
Father at Home				
Before Supper	294	4	378	11
After Supper	3,536	46	1,207	34
Both Times	1,404	18	509	15
Neither	2,481	32	1,429	41

Under the heading of types of recreation in which children are at present engaging, the first two items dealt with were visits to friends and movie attendance. The median number of visits to friends per week for all white children were 2.4 visits. For Negro children it was slightly lower—2.2 visits. There was very little variation in frequency of visits by sex, age and section of the city. However, in general, it was discovered that girls were somewhat more inclined to visit their friends than boys, children under 15 years of age slightly more than the older group. The average number of visits per week seems to be very low for young people. However, one must bear in mind that every visit is a reciprocal affair and, when this is taken into account, the number of social contacts for children becomes higher.

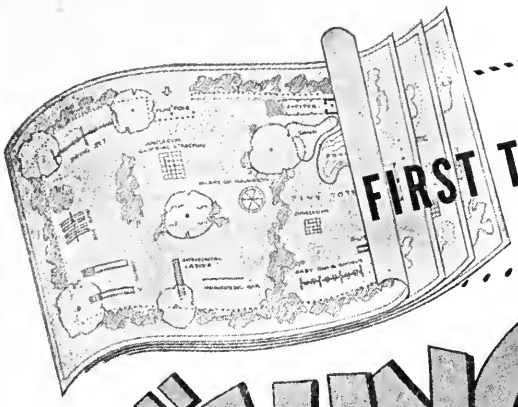
The movie attendance of children deserves special attention. Averages fluctuate around one attendance per week for most groups and are a little higher for white children than for Negroes. In this case it is not the averages but rather the two extremes of the distribution which are of major interest. First of all there was a high percentage of children who did not go to the movies at all (21 percent for all white children and 27 percent for all Negro children of the city), and secondly, an appallingly high percentage (13 percent) indicated that they went to the movies three times or more per week. From these figures one can estimate that over 1,000 white children and 500 Negro children in the Richmond high schools go to the movies every other day or more frequently, leaving them little time for study, reading, or more constructive recreation.

Special attention was also given to the study of unorganized forms of recreation listed in the main body of the questionnaire which was devoted to questions concerning participation. Of the play activities, the highest percentage of participation in any activity was in "watching school games," checked by 56 percent of the white children and 53 percent of the Negro children. Playing on playgrounds ran a close second for Negroes (52 percent). It was also ranked as the second activity for white children but the percentage dropped to 39 percent. After these two activities, the third and fourth most common types of recreation were "playing on vacant lots" and "playing on the street." Playing on vacant lots was checked by 30 percent of the white children and playing on the streets was checked by 29 percent. The rank

TABLE 3
Children Ranked by Participation in Selected Organizations and Activities

ACTIVITY	White Children Percent	White Children Rank	Negro Children Percent	Negro Children Rank
Watching School Games	56	1	53	1
Playing on Playgrounds	39	2	52	2
Playing on Vacant Lots	30	3	32	4
Playing on Streets	29	4	34	3
Playing on Athletic Teams	28	5	21	9
Participating in:				
Church Groups	27	6	29	5
Junior Red Cross	22	7	19	10.5
Church Canteens	19	8	13	17
School Music Groups	17	9	19	10.5
Scout Troops	16	10	27	6
All Y Activities	15	11	24	7
Cadet Corps	13	12	15	14.5
Other School Clubs	13	13	15	14.5
Summer Camps	10	14	14	16
Social Clubs	9	15	17	13
Night School Center	7	17	8	21
Student Government	7	17	9	19
School Publications	7	17	8	21
Lewis Ginter Community Center	5	19.5	—	—
Girl Reserves *	5	19.5	12	18
School Dramatics	4	21.5	8	21
Y Canteens	4	21.5	18	12
Youth for Christ	3	23	5	23
Hi-Y	2	24	4	24
Colored Recreation Center	—	—	23	8

* Percent computed on the basis of all girls, not children of both sexes as for all other activities.



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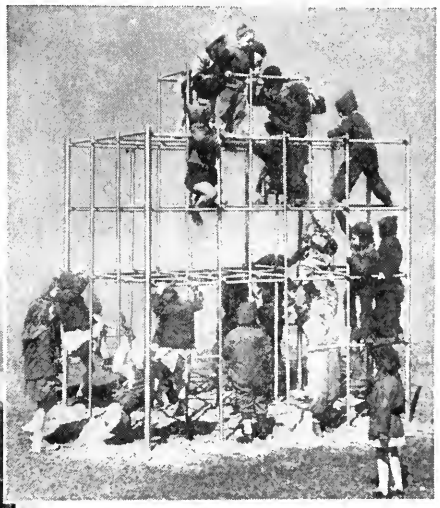

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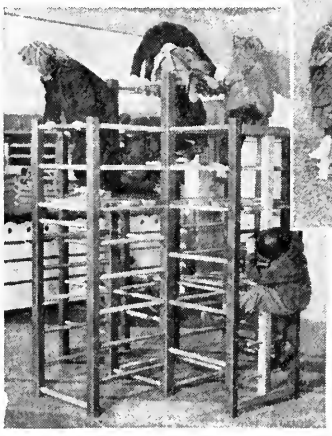

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of these two activities was in reverse order for Negro children with playing on the street (34 percent) in third place and playing on vacant lots (32 percent) in fourth place. "Playing on athletic teams" was fifth for white children (28 percent) and ninth for Negro children (21 percent).

The percentage of boys playing on the streets is considerably higher than the percentage of girls, the percentage of younger children higher than that for those 15 years and over. There is considerable fluctuation in percentages for the city districts mentioned before. The percentages are deplorably high in all cases and translated into round numbers they indicate that for 3,500 high school children, playing on the streets is a usual form of out-of-school activity.

Fortunately, the percentage of children using playgrounds is consistently higher for all groups than the percentage playing on the streets. However, the two sets of percentages are clearly associated. The higher the proportion of children playing on the street in a given group, the higher the percentage of children using playgrounds in the same group. Probably congested living conditions and absence of private yards for play drive children onto the streets *and* increase their need for playgrounds which are obviously still insufficient in number to take care of the children who could use them. Since the total number of white school children is about 8,000 and the number of Negro children about 3,500, figures from the survey show that almost 5,000 white high school children and 2,000 Negro children never use playgrounds. This may be due to the fact that some of these children have ample space at home for play, or in some cases it may be that playgrounds are not accessible.

There is also a surprisingly large number of children (about 3,500) using vacant lots for play. Here, again, boys are much more active than girls and young children more active than older ones. There is very little differentiation, however, in the percentages playing on vacant lots by race and residence. Obviously then, vacant lots are available throughout the city and parents of both races look upon playing on them as less dangerous and undesirable than playing on streets.

Besides the play activities, the questionnaire listed almost 30 recreation organizations and about a half dozen school activities. One of the interesting results of the analysis of this question was that Negroes of both sexes show a considerably more active participation than white children in almost all organizations to which both races have access.

This may be due in part to the fact that white children have a larger number of organizations from which to choose and, therefore, the percentage participation in any particular organization is lower. It seems more probable that Negro children have a greater need for and interest in many activities outside the home. To support this, Negro children also showed a higher percentage interested in the various recreation activities listed in the section where preferences were studied.

In studying Table 3, one should note that "watching school games," "playing on athletic teams" and other activities are seasonal and indicate that special planning is necessary for summertime leisure. In line with this it may be observed that summer camps rank low in both participation and interest, although the interest in sports that could be furnished by such camps is high. A preference for co-ed activity may account for the low percentages for camps as most camps are not co-educational.

Teen-Age Interests

In this final section of the survey the first item studied was the attitude toward co-ed activity. The results show that both white and Negro girls are much more in favor of co-ed affairs than boys (81 percent of white girls and 80 percent of Negro girls against 65 percent of the white boys and 72 percent of the Negro boys). Boys under 15 years of age were less interested in co-ed activities than older boys. On the other hand, among white girls it was the younger group that preferred co-ed recreation (83 percent of girls under 15 years and 78 percent in the group 15 years and over).

In checking their interests in the selected activities the group indicated that they preferred hayrides, swimming, bowling, bicycling, and listening to records as their choices if these forms of recreation were available. The percentages for Negroes were much higher, as noted above, with the exception of a very limited number of occupations such as bowling, swimming, photography, hayrides and family outings. Bowling which ranked third for white children with percentages in the four sections of the city ranging from 52 percent to 61 percent, ranked 41 for Negro children with percentages varying only from 18 percent to 20 percent. Negro children seemed to be very fond of bicycling, and were very much more interested than white children in discussion groups on people of other races and nationalities (42 percent of the Negro children contrasted with 12 percent of the white children). This disparity is even more interesting when it is found to exist in interest in

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TABLE 4

Children in White and Negro Schools Ranked By Their Interest in Selected Activities

ACTIVITY	White Children		Negro Children	
	Percent	Rank	Percent	Rank
Basketball	42	11	43	11.5
Bicycle Rides	51	5	66	1
Boating	52	4	29	26
Bowling	55	3	19	41.5
Boxing	15	31.5	22	40
Camp Counseling	9	44.5	10	47
Co-ed Clubs	29	16.5	35	19.5
Community Service	11	41	25	33
Cooking	18	28.5	34	21
Crafts	17	30	12	41.5
Day Camps	12	38	23	38.5
Family Outings	21	24.5	19	41.5
Folk Dancing	12	38	26	31
Gardening	13	35	24	36
Hayrides	73	1	55	5
Hobby Groups	11	41	16	43
Knitting	9	44.5	25	33
Listening to Records	50	6	57	4
Outdoor Outings	35	13	28	27.5
Pen Pals in Other Countries	13	35	15	44
Photography	26	20	24	36
Picnics	44	9	59	2.5
Plays	21	24.5	41	14
Puppets	6	47.5	8	50.5
Roller Skating	46	7.5	53	6.5
School Lounge	10	43	12	45.5
Sculpture	4	50	8	50.5
Sewing	14	33	31	25
Sketch Club	7	46	9	48.5
Singing	25	21	44	10
Social Dancing	43	10	49	8
Softball	46	7.5	46	9
Summer Camps	19	26.5	32	23.5
Swimming	70	2	59	2.5
Talks About Appearance	29	16.5	33	22
Talks About Boys and Girls	27	19	53	6.5
Talks About Business School	5	49	24	36
Talks About College	13	35	36	18
Talks About Dating	33	14	43	11.5
Talks About Etiquette	24	22	27	29.5
Talks About Family	18	28.5	37	17
Talks About Jobs	11	41	28	27.5
Talks About People of Other Races	12	38	42	13
Talks on Personality	19	26.5	25	33
Talks on Personal Problems	15	31.5	32	23.5
Teen-Age Canteens	28	18	39	15.5
Tennis	36	12	39	15.5
Touch Football	23	23	27	29.5
Trade School	3	51	23	38.5
Volleyball	30	15	35	19.5
Volunteer Leadership	6	47.5	9	48.5

talks about college and other kinds of education, and about jobs. Negro children were also much more interested in plays, singing, folk dancing, and in talks on boy-girl relations. The percentages in these cases were roughly double those for the white children. Thus, ranks for various activities are sometimes far apart for the two races, although the most popular activities for both races were hayrides, swimming, bicycling and listening to records.

This Richmond teen-age survey was a community project in every sense of the word and should furnish inspiration to other communities anxious to get at the facts about social breakdown in today's youth and what can be done to prevent it. The project was carried through with the assistance of volunteers from several of the agencies, the teachers in the classrooms who supervised the filling out of questionnaires, students and faculty members in the Sociology and Statistics department of the Richmond Professional Institute and cooperating state and city offices. The end result was accomplished by the individual efforts of these groups and individuals in the city because they were truly interested in obtaining a picture of what Richmond young people need and want and in discovering how large a part organized recreation can play in the life of the teen-age group everywhere.

Recreation Training Institutes

March and April, 1947

RUTH EHLERS Social Recreation	State of Maryalnd March 3-7, March 17-28	Miss Ethel E. Sammis, State Department of Education, Baltimore 1, Md.
JANE FARWELL Rural Recreation	Las Cruces, New Mexico March 3-4	L. S. Kurtz, State 4-H Club Leader State College, New Maxico
	Smithfield, North Carolina March 18-21	L. H. Harrill, State 4-H Club Leader State College Station Raleigh, N. C.
	Statesville, North Carolina March 24-27	L. H. Harrill, State 4-H Club Leader State College Station Raleigh, N. C.
ANNE LIVINGSTON Social Recreation	Pensacola, Florida March 10-21	Julian Olsen Superintendent of Recreation
	Jacksonville, Florida March 24-28	Nathan L. Mallison Superintendent of Recreation
	La Grange, Georgia March 31 - April 4	Alvin Davis Callaway Educational Association
FRANK STAPLES Arts and Crafts	Corpus Christi, Texas March 17-28	W. P. Witt Superintendent of Recreation
	Austin, Texas March 31 - April 11	B. S. Sheffield Acting Director of Recreation
	Birmingham, Alabama April 28 - May 9	King Sparks, Jr. Parks and Recreation Board
GRACE WALKER Creative Recreation	Danville, Virginia March 3-7	L. K. Furgurson, Jr. Superintendent of Recreation
	Chatham, Virginia March 10-14	Miss E. Alice Hobday Home Demonstration Agent, P. O. Box 457
	St. Paul, Minnesota April 7-25	Dorothy T. Griffiths International Institute, Inc., 183 W. Kellogg Blvd.

A schedule of summer playground training institutes is being worked out. These institutes will be conducted by Ruth Ehlers, Anne Livingston, and Helen Dauncey, Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls. Further information will appear in the April issue of RECREATION.

Referendums for Recreation

DURING 1946, citizens of 11 cities in Kansas, Nebraska, Iowa and South Dakota by vote declared their belief in recreation and accepted financial responsibility for it. Here, in brief, are the facts:

Hutchinson, Kansas—One mill ($30,000) Recreation Commission created by School Board. Program began January 1, 1947.

Lawrence, Kansas—One mill ($13,000 levied for first year) joint school-city Recreation Commission. Program began January 1, 1947.

Manhattan, Kansas—One mill ($13,000) joint school-city Recreation Commission. Program began January 1, 1947.

Newton, Kansas—One mill ($10,000) joint school-city Recreation Commission. Program began January 1, 1947.

Ottawa, Kansas—One mill ($7,500) joint school-city Recreation Commission. Program began January 1, 1947.

Atchison, Kansas—One mill ($11,500).

Omaha, Nebraska voted to amend the city charter to create an independent Park and Recreation Board. This board began its work in January 1947, consolidating parks and recreation services. In addition, Omaha voted favorably on a 2½ million dollar bond issue for recreation.

Council Bluffs, Iowa—One-half mill ($16,000) to be supplemented by $10,000 appropriated by the school board. Recreation Commission. Program began January 1947.

Sioux Falls, South Dakota—One-half mill ($25,000). Recreation Commission. Program starts May 1947.

Let Music Swell

Music Week Celebrations in 1946 Hold Suggestions for Music Week Celebrations in 1947

OBSERVED FOR SOME twenty-three years by schools, churches, clubs and civic organizations, National Music Week is now proving an equally convenient opportunity for recreation and community groups to demonstrate their musical progress and to further their musical plans.

Last spring, recreation officials in a dozen or more of our larger cities seized this occasion to climax the effort of the preceding fall and winter with programs by their vocal and instrumental ensembles, their dance groups, and their individual soloists. Nearly always hopes for the future were sounded, in pleasant accord with evidence of present accomplishment and with the result that the town "opened its eyes" and earmarked the work for moral and financial support.

Examples—1946

Los Angeles provided one of the best examples of a Music Week observance under municipal auspices (the Municipal Art Commission, through its Bureau of Music). The leading event of the seven-day period, a music festival at the Hollywood Bowl, presented the combined Greater Los Angeles Youth Choruses of 700 voices, with Lauritz Melchior and other guest artists, and an address by Mayor Bowron. Another outstanding program with the accent on youth was a concert by winners of the student-artist competition organized by the Music Teachers Association of the city.

It required many columns of print and pictures in the newspapers to report on the preparations for Music Week and the programs themselves, for there was participation of one kind or another in all sections of the city and among a large number of groups. A school music festival entitled "America Sings" was held at the Shrine Civic Auditorium. The premiere concert by the Employees' Orchestra of the City of Los Angeles was held at the City Hall auditorium. A concert each noon of Music Week on the City Hall steps was played by the Police Band, the County Band, and selected bands from the high schools. There was a combined women's chorus, too, from the California Federation of Music Clubs. But by and large the observance was a field day for youth. It was as if Los Angeles was saying to the world: "We not only draw talent to our city, but we develop it among our own young people too. We do much for music in our schools, but we see to it also that there shall be non-school opportunities, and especially opportunities for the young man and the young woman in their post-school years."

Baltimore — to take another of the country's largest centers of population—also gave prominent place to youth in its observance, but with possibly more attention to the participation of children. The city has long marked National Music Week with programs at the Enoch Pratt Public Library, Peabody Institute, Maryland Casualty Company, and in many churches, schools, and recreation centers. But last spring nearly every school did something to show its appreciation of the harmonizing power of music among peoples by arranging programs of songs, dances, and poetry relating to the life of the different nationalities in its community. A few had Latin American programs, with the art department collaborating in the making of posters, and the language department in the interpretation of the life and culture of our "neighbors to the south."

Highlight of the children's part in the observance was a "Children's Prayer for Peace" program the closing Sunday at the Polytechnic Institute, with numbers by youngsters from the Chinese, Jewish, Negro, French, Norwegian, Russian and other colonies in Baltimore, and even a group from the Turkish colony in nearby Washington, D. C.

Cooperation in the general observance was given by the Baltimore Museum of Art, Retail Merchant Association, music clubs and societies. Leading events included a concert by the Department of Recreation Orchestra, a choir festival by the Maryland Federation of Music Clubs, and a program by the Handel Choir. There was an effective proclamation by Mayor McKelden.

The National Committee recommends these proclamations because they help in calling attention to local musical resources and the desirability of extending their benefits to wider circles of the population.

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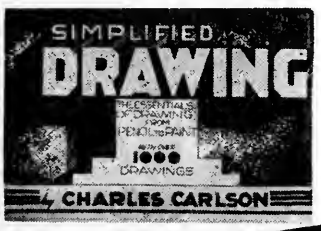

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Week observance under the auspices of its Choral and Instrumental Music Association, of which John Alden Carpenter is president. Cooperating were the State Street Council, the Chicago Park District, the Lions Clubs, churches of all denominations and many prominent musical and educational groups. Daily outdoor programs, with community singing at each session, brought enjoyment of good music and the unifying spirit of the observance to throngs at busy corners. Similar programs were held in many of the park field houses and in servicemen's centers. At the Music Week conference in Kimball Hall the subjects discussed included *Music in Recreation, Chicago's Music Needs, What the Composers Can Do for Chicago,* and *Advances in Musical Therapy.* This conference is becoming a force for the city's musical development. The chairman last year was Dr. Hans Rosenwald, Dean, Chicago Musical College and editor of *Music News* magazine.

The observance in Springfield, Ohio, was less centralized but relatively as extensive as in Chicago and other large cities. Here the specific objectives fostered were procurement of musical instruments for convalescent servicemen, a musical scholarship fund for talented young people, and the promotion of greater interest in the local symphony orchestra concerts for the coming year. Radio talks, newspaper articles and editorials helped to impress upon the public the variety and value of the city's musical resources. There were 42 news items in the two leading papers, many of them illustrated. The proclamation issued by Virgil L. Ballantine, president of the City Commission, paid warm tribute to the power of music "as a means of comfort, aid and encouragement—yes, even a language of love and prayer" and as "an indispensable and realistic factor in accomplishing the peace and tranquillity for which the whole world now strives."

And Also

Features of the Music Week observance in other large cities were: *St. Louis, Mo.*—A music festival organized by Ruth Meyers, Supervisor of Music and Dancing, Division of Parks and Recreation. Each center held its own program and then joined with one or two other centers in a collective program.

Alton, Ill.—Observance arranged under cooperative auspices of the local Business and Professional Women's Club and the Playground and Recreation Commission. A total of 274 programs were reported besides many impromptu gatherings.

Durham, N. C.—One civic club sponsored a music festival to provide scholarships to the Na-

tional Music Camp. All civic clubs arranged musical programs.

Greensboro, N. C.—Music Week activity resulted in the establishment of a record library and listening room in the Greensboro Public Library, according to a report received from the president of the Euterpe Club.

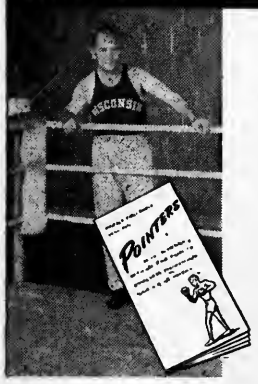
Multum in Parvo

It is in the smaller towns, however, that the main strength of the Music Week movement lies—in spite of the accomplishment in the larger places. There are between 2,000 and 3,000 communities of less than 50,000 population that almost every year do something really worthwhile to mark the occasion and to insure that the week will *leave* its mark on people's awareness of their need for music. It is difficult to select among these communities, since so many have unusual and effective programs, but perhaps Paris, Texas, will serve as an example, because of its medium size (19,000) and its long history as a participant.

Paris had no central Music Week committee in 1946, as in previous years, but there was a committee for the county, and, for the first time, a Negro committee. The observance began with an interdenominational hymn festival, led by the joint choirs of several churches, but open also to all singers in the city. Schools, radio station, newspaper, service clubs, music club and public library worked together with a remarkable degree of coordination. Thus, the presentation of excerpts from an operetta by a school choral club provided the entertainment for the P.T.A. meeting, the high school band gave a demonstration for the Rotary Club, and the public library included in its special display of books on music a scrapbook history of the local Music Study Club. Posters submitted in a contest for upper grade children were hung in store windows, and awards to the winners were memberships in the Civic Music Association.

A Letter of Suggestions is prepared each year by the National Music Week Committee, whose headquarters are with the National Recreation Association at 315 Fourth Avenue, New York. A copy of the letter is obtainable free on request, as are also sample copies of mayors' proclamations and editorials. Music Week always begins the first Sunday in May and falls this year May 4-11.

HAVE YOU SENT FOR THIS FREE BOOKLET?



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WORLD AT PLAY

Print by Gedge Harmon

Happy Birthday

A THOUSAND dollars has started Fayette, Missouri, on the road to celebration. A doctor gave the city the money as a memorial. It was used to buy playground equipment. The city agreed to add enough money to improve their park in other ways. The work was done and a ceremony dedicating the park was held. Then the doctor had another idea. He wrote another check for $1,000 and proposed that the community have a birthday party every year and that everybody, young and old, give the town a useful gift such as books for the library. Children are urged to earn their own money and not ask Dad to pay for their gifts. The approximate date of the birth of the city will be determined and the whole town will participate in a celebration every year on that day.

Numbers Talk

NOT LONG AGO there were two state meetings of recreation workers, one in California, one in South Carolina. It is significant that there were present at the first meeting 300 recreation people, while 200 came together in South Carolina.

Dancing Youngsters

SOME 600 whirling, twirling youngsters brought success to a novel innovation in the Minneapolis, Minnesota, playground program. A folk dance day event was prepared by children from the Girl Scouts, Camp Fire Girls, Y.W.C.A., the school board, settlement houses and the park playgrounds. Each of the participating groups gave a demonstration dance after which all the children danced en masse the Ace of Diamonds, Bleking, Schottische, and the Virginia Reel. From the enthusiasm for the initial experiment, the folk dance day event may develop into a real folk dance festival with authentic national costumes and full instrumental accompaniment for the lively dance routines.

Charter Amendment

AT THE recent election in Baltimore voters approved a charter amendment combining the park, recreation and music work at Baltimore under a new Recreation and Park Board. This amendment was submitted with a number of other amendments, all of which were apparently considered as a group by the voters and approved by a substantial majority.

For Tots

COLUMBIA, South Carolina, is turning its attention to preschool children. At each of 13 parks, very small children find leaders and programs specially selected to fit small needs and small interests. The object of the program is "to help a little child grow in body, in mind, and in spirit, in such a way that he easily finds himself in the complicated pattern of life."

Recreation Gets the Votes

RECREATION won a heavy vote of confidence from citizens of Providence, Rhode Island, at the November fifth election. A majority of 4 to 1 endorsed the allotment of a $100,000,000 bond issue to be used for the improvement of present playgrounds and recreation centers and for the development of new facilities, such as swimming pools.

A Walking Spree

HOUSEWIVES took to the open road. As members of the Minneapolis, Minnesota Park Board Walking Club, the women took weekly hikes through various sections of the park. Under the leadership of a volunteer worker, the club offered 34 events during the year and a total of 325 feminine hikers participated.

Thriving Center—Use of the LeGrand Home in Tyler, Texas, as a community center and museum proved very successful in its first year of operation. Four thousand seven hundred eighty-one people have visited the museum which contains all of the personal belongings of two Tyler families. A total of 10,881 have used the community center. The plan of permitting use of the building on a reservation basis has been very popular with clubs, church groups, school and civic organizations.

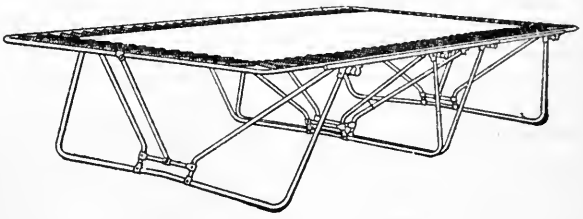
Flying Squadrons—Organization of "flying squadrons" at various Jefferson County, Kentucky, play centers was one of the features planned for the fall and winter season. Squadrons, composed of experts in community play direction and leaders of recreation, are prepared to provide an evening of recreation for churches, clubs, or other county organizations that may request such services. The leaders are trained in music, games, folk dances, singing, stunts and various programs that can be adapted to use by any organization. Each squadron was assigned to serve a particular area, but the plan was elastic enough to allow them to serve any community in the county.

National Resources Council of America—In October, 1946, a number of individuals met at Mammoth Cave National Park and organized the National Resources Council of America. Kenneth Reid, executive secretary of the Izaak Walton League of America, states that the purpose of the Council includes the establishment of a means for exchange of information and methods of cooperation among conservation and scientific organizations of the nation. It is not to be a policy-making group. The first chairman of the Council is Dr. Alfred C. Redfield, and the secretary is C. R. Gutermuth, of the Wildlife Management Institute, Washington, D. C. The Council plans to meet annually.

Supreme Court Decision — Last December the Supreme Court of North Carolina rendered a decision holding that recreation is not a "necessary" public expense and that tax funds cannot be expended for recreation except on approval by a majority of qualified voters at a referendum election. The National Recreation Association is acting to secure a clarification of the decision and an interpretation of its implications by outstanding legal authorities. The cities of North Carolina plan to continue their public recreation programs, appropriating the costs from non-tax municipal revenues.

Conference—The Eleventh Annual Recreation Conference will be held at Massachusetts State College, Amherst, Massachusetts on March 28 and 29. Separate sectional meetings will include demonstrations, talks, and discussions on archery, camping, community recreation planning, nature, winter sports and other phases of recreation.

A Ten-Acre Gift—The ten-acre playground which the Elks Lodge of Grand Forks, North Dakota, presented to the Grand Forks park board will be developed sometime in the future.



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Books Received

ARTS AND CRAFTS

Book of Indian Crafts and Costumes, The, by Bernard S. Mason. A. S. Barnes and Co., New York. $3.00.

Camps and Cottages, by Charles D. White. Thomas Y. Crowell Co., New York. $3.00.

Child's Adventure in Drawing, A, by Mary Black Diller. House of Little Books, New York. $1.00.

Design and Sew, by Mariska Karasz. J. B. Lippincott Co., Philadelphia. $2.00.

Drawing the Friendly Princess, by Madge Easton Erving. MSR Publications, New York. $1.00.

Elementary Hand Craft Projects, by D. C. Blide, State Teachers College, Minot, N. D.

Everybody's Handicraft Handbook. Progress Press, Washington, D. C. $2.00.

Fun with Plastic, by Joseph Leeming. J. B. Lippincott Co., Philadelphia. $2.00.

Gifts Children Can Draw and Make, by Anna Reine. Epworth Publishing Co., New York. $1.00.

How to Draw Horses for Commercial Art, by John Jellico. MSR Publishers, Inc., New York. $1.00.

It's Fun to Make a Book, by Anne Kramer. E. P. Dutton and Co., New York. $1.00.

Junior Artists' ABC's of Drawing, by Charles X. Carlson. Melior Books, New York. $1.00.

Little Tots, This is the Way to Draw, by Charlotte Young. House of Little Books, New York. $1.00.

Modern Metalcraft, by John L. Feirer. The Manual Arts Press, Peoria, Ill. $3.50.

Painting for Beginners, by Jan Gordon. Garden City Publishing Co., New York. $1.98.

Toy Boats to Make at Home, by Joseph Leeming. D. Appleton-Century Co., New York. $2.00.

Wonders in Wood, by E. M. Wyatt. Bruce Publishing Co., Milwaukee, Wis. $.75.

Young Artists' Drawing Club, by Ruth M. Kreps. House of Little Books, New York. $1.00.

CHILDREN

Christmas Carols. Simon and Schuster, New York. $.25.

Night Before Christmas, The, by Clement C. Moore. Simon and Schuster, New York. $.25.

Scuffy the Tugboat and His Adventures Down the River, by Gertrude Crampton. Simon and Schuster, New York. $.25.

Singing Children of the Sun, by Thurlow Lieurance. Theodore Presser Company, Philadelphia, Pennsylvania. $.35.

Singing Games for Children, by Alice P. Hamlin and Margaret G. Guessford. Willis Music Co., Cincinnati, Ohio. $1.00.

HEALTH

Administration of Health and Physical Education, The, by Jesse Feiring Williams and Clifford Lee Brownell. W. B. Saunders Company, Philadelphia, Pennsylvania. $3.00.

Health Education in Rural Schools and Communities, by Nina B. Lamkin. A. S. Barnes and Company, New York. $2.50.

HOBBIES

Speed Camera, by E. E. Tompkins. G. T. Foulis and Company, Ltd., London, England. 10/6 net.

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TABLE OF CONTENTS

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New Publications in the Leisure Time Field

The Penguin Hoyle

Edited by Albert H. Morehead and Geoffrey Mott Smith. Penguin Books, Inc., New York. $.25.

WHEN EDMOND HOYLE published his rule book for Whist, Quadrille, Piquet, Chess, and Backgammon in 1743 he started a thing whose end is not yet. The latest volume to which the Hoyle approach to the science of games is applied lists hundreds of games never dreamed of in his gameology. You'll find the rules of the game listed for everything from *Accordion* to *Yacht*—and all for the nominal cost of a quarter.

Rural Handicrafts in the United States

By Allen Eaton and Lucinda Crile. U. S. Department of Agriculture. Miscellaneous Publications No. 610. $.20.

THIS PUBLICATION points to pertinent facts related to rural arts showing their growth and their economic, social, educational, recreational, aesthetic and therapeutic values. Rural arts, its importance and uses are clearly defined.

The findings of a rural art study of 2,969 counties shows what has been done and supplies information for thought as to what needs to be done. Included in the study are answers to:

Number of people engaged in rural arts
Purposes for their interest
Materials used
Type of handcrafts yielding largest cash income
Exhibitions conducted
Types of agencies giving assistance
Greatest needs

The National Rural Arts Exhibition held in Washington, D. C., is summarized to show its value in intensifying interest in rural arts.

The most valuable contribution made by this publication is in bringing together concrete information as to what is going on in rural handcrafts as a recreational feature as well as an economic one, that art is more than painting and sculpture—that it is "just the best way of doing something that needs to be done," and that emphasis is being given to excellent craftsmanship and original designing.

The Golden Bible

Simon and Schuster, Inc., New York. $2.50.

THE GOLDEN BIBLE is a companion piece to the *Golden Dictionary* and the *Golden Encyclopedia.* Based on the King James version of the Old Testament, the familiar stories have been selected and arranged by Elsa Jane Werner and illustrated in color and in black and white by Feodor Rojankovsky. The arranger, by the way, has done an excellent job of simplifying the words of the text without losing its flavor or essential rhythm.

Stories From the West

By Marion Belden Cook. Silver Burdett Co., New York. $1.56.

IF YOU LIKED *Children from the East and North* and *Children from the South,* reviewed in recent issues of RECREATION, you will probably want this latest addition to the Children of the U. S. A. series. In this volume the author includes a story from each of the western states and one each from Alaska, the Hawaiian Islands, Guam and the Philippines.

The Puppet Theatre Handbook

By Marjorie Batchelder. Harper and Brothers, New York. $3.75.

IT IS GOOD to be able to announce a book so practical as this one. Puppeteers everywhere will welcome it, for it is an exhaustive study of all the many phases of puppeteering. The book's eight chapters explore the basic types of puppet construction; costume and design; stages and the scenery, lighting, and special effects that make the stage a fitting background to puppet action; the choice of already prepared plays and the writing of new ones; production. There are, in addition, excellent appendices—bibliographies and comment on supplementary materials and where to get them. The illustrations are many and detailed.

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BY GROUCHO MARX

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On second thought, you'd better keep on saving, chum. Otherwise you're licked.

For instance, how are you ever going to build

that Little Dream House, without a trunk full of moolah? You think the carpenters are going to work free? Or the plumbers? Or the architects? Not those lads. They've been around. They're no dopes.

And how are you going to send that kid of yours to college, without the folding stuff?

Maybe you think he can work his way through by playing the flute.

If so, you're crazy. (Only three students have ever worked their way through college by playing the flute. And they had to stop eating for four years.)

And how are you going to do that world-traveling you've always wanted to do? Maybe you think you can stoke your way across, or scrub decks. Well, that's no good. I've tried it. It interferes with shipboard romances.

So—all seriousness aside—you'd better keep on saving, pal.

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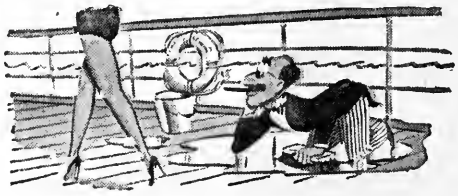

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Recreation

Index to Volume XL

April 1946—March 1947

Appreciations

	Month	Year	Page
Ray Stannard Baker	September	1946	326
E. Walter Clark	August	1946	272
Abbie Condit Retires	December	1946	459
John S. Cravens	August	1946	276
Robert J. Dunham	July	1946	218
Shelby M. Harrison to Retire	January	1947	558
Sidney Hillman	August	1946	274
Gustavus Town Kirby	January	1947	520
Charles Peebles	October	1946	382
Ernest Thompson Seton	December	1946	496
Samuel L. Smedley	January	1947	556

Art

Two Heads Are Better Than One—and More Fun, *Edna A. Bottorf.*	May	1946	88

Arts and Crafts

Arts, Crafts, and Hobby Show, *Ernest W. Johnson*	August	1946	252

Book Reviews

(See page 679)

Camping and Hiking

Experiment in Camping, *Maurice Case*	March	1947	632
Folk Camp, *Jane Farwell*	January	1947	540
4-H Club Camp, *Ruth Radir*	May	1946	79
Growth Through the Arts, *Don Oscar Becque*	May	1946	81
Pit of Oblivion, The, *Annabeth Brandle*	August	1946	267

Church Recreation

They Took to the Hills, *Joan Rankin*	September	1946	306

Clubs

Fairfield Organizes a Rod and Reel Club, *Walter H. Hellmann.*	April	1946	40
For Young Adults, *Alfred C. Rogers*	January	1947	532
Home Again and Together, *Faye S. Jasmann*	November	1946	431
Organized Club, The, *Lt. Robert E. Link, USNR*	July	1946	203
Suggested Activities for a Photography Club, *Marcus E. Erickson*	September	1946	315

Community Center Activities

	Month	Year	Page
Community Gathering Place, *Myrtle Patterson*	August	1946	240
Draft-Age Fun in the Postwar World, *Phyllis Trione*	December	1946	474
Fun in Schools After School: Schools Serve as Community Centers, *Grace Wallace*	September	1946	318
Letters to the World	September	1946	308
Student Union at Cornell University, *Robert Hutchings*	September	1946	296

Community Centers and Recreation Buildings

Center for Detroit	July	1946	215
Friendly Hearth, The	September	1946	321
In Peace as in War	July	1946	230
Sixty Years of Neighborhood Centers	January	1947	563
U.S.O. Building Becomes Recreation Center	April	1946	45

Convention Reports

American Recreation Society	January	1947	553
Conference Reports	October	1946	379
Conference Reports	August	1946	274
Conference Report	January	1947	548

Dancing

Old-Time Dance Festival, The, *S. G. Witter*	October	1946	371

Day Camping

Counselor to Camper, *Reynold E. Carlson*	April	1946	30
Day Camping	April	1946	26
Games for Day Campers	April	1946	32
Outing Program, *M. M. Nadine, Jr.*	March	1947	629
Sandia Mountain Camp, *Charles Renfro*	May	1946	78

Drama

Children's Theater—1945	October	1946	388
Dream—and Produce, *LaVelle Rosselot*	September	1946	322

Editorials

A Deeper Note in Recreation, *Howard Braucher*	December	1946	457
Beauty, *Howard Braucher*	May	1946	57
Fair Salaries for Recreation Workers, *Howard Braucher*	July	1946	177

	Month	Year	Page
Federal Government in Peacetime Recreation, The, *Howard Braucher*	February	1947	569
Forty Years of the National Recreation Association, *Howard Braucher*	April	1946	1
Merely Questions, *Howard Braucher*	September	1946	289
Only Trees, *Howard Braucher*	January	1947	513
Recreation Workers Thank God for Faith in Man Himself, November 28, 1946, *Howard Braucher*	November	1946	401
State Government in Recreation, The, *Howard Braucher*	June	1946	113
Thomas A. Edison, *Howard Braucher*	March	1947	625
Why Do We Linger? *Howard Braucher*	August	1946	233
You Don't Worry So Much When You Play, *Howard Braucher*	October	1946	345

Education—Recreation

Education for the Atomic Age	October	1946	380
Planning and Financing of School Buildings	June	1946	172
Play for the Pre-School Child	September	1946	307
Recreation Versus Juvenile Delinquency, *Wendall A. Parris*	September	1946	313
School Forests in Wisconsin	September	1946	314

Festivals and Pageants

Fiestas in Kansas City, *Laura Dougherty*	January	1947	527

Games, Athletics and Sports

Appointment at the Rink	January	1947	524
Clubs for Bowmen, *F. T. Bawden* and *W. H. Hellmann*	March	1947	651
Florida Field Day	August	1946	278
Fourteen and Under, *Charlie Vettiner*	January	1947	518
Get in the Swim This Summer, *Jack P. Houlihan*	July	1946	209
Gunner Brook, *P. G. (Perc) Angwin*	August	1946	246
Navy S. O. S., A, *Arthur E. Spencer* and *Agnes dePuy Smith*	October	1946	369
New-Old Game, A	January	1947	521
Official Rules of Softball 1946	May	1946	86
Play Ball	October	1946	382
Play Them Out, *Louis E. Means*	August	1946	280
Practical Experiment, A, *Waldo R. Hainsworth*	July	1946	187
Scoreboard, The	March	1947	652
Smooth Sailing, *Joseph Lee*	August	1946	248
Sports in America	March	1947	641
Tips on Ice Skating Areas	January	1947	554
Trap Shooters—Junior Size	August	1946	262
Vermont's Swimming Program	July	1946	230
Without His Own Backyard, *Vernabeth DeForest*	August	1946	237

Gardening

Program for Gardeners	April	1946	47

Hobbies

	Month	Year	Page
All-County Hobby Show, *A. J. Schara*	December	1946	489
Biggest Party Line, *Karl Detzer*	March	1947	627
Flying School, *Burt L. Anderson*	January	1947	519
Hobby At-Homes, *Dorothy Waugh*	July	1946	185
Hobby Shops as Creative Play, *La Velle Rosselot*	October	1946	365
Joy in a Hobby, *Simon S. Palestrant*	July	1946	229
Let's Look at the Records, *A. E. Fradenburgh*	March	1947	644
Who Minds a Little Rain? *George A. Lepper*	December	1946	480

Holiday and Special Day Celebrations

Christmas, Holly-Crown'd	November	1946	420
Christmas in RECREATION Magazine, 1932-1945	November	1946	440
Christmas Stories	December	1946	494
Ghoulies and Ghosties!	September	1946	297
"Glory to God in the Highest"	December	1946	482
Pageant of Loyalty and Devotion to the Flag of Our Country, *Otto Rittler*	May	1946	94
Planning Christmas Parties, *Robert Lohan*	November	1946	423
"We Deck Up Our Houses"	November	1946	425

Inter-group Recreation

School for Citizens	May	1946	84

Layout, Equipment and Facilities

Friendly Groups of Well-Planned Neighborhoods	October	1946	372
Maintenance and Recreation, *D. B. Dyer*	July	1946	194
National Conference on Facilities	December	1946	468
Philadelphia's Program for the Expansion and Improvement of Recreation Facilities, *John V. Smith*	September	1946	328
Recreation Area Maintenance, *A. L. Jones*	September	1946	324
Rid Your Pool of Algae, *Dr. A. F. Pistor*	August	1946	276

Leadership and Training

Challenge to Recreation, The, *Hugo W. Wolter*	November	1946	415
Local 4-H Club Leader, The	January	1947	560
Message to Youth Leaders, *Petronella Tacionis*	December	1946	496
Recreation Institute	June	1946	172
Recreationist—An Interpretation, The	January	1947	558
Speaking of Volunteers	April	1946	44
Veteran as Leader, The, *Lieutenant Monte Melamed, TC, AUS*	May	1946	59

Memorials

Living Memorial for George Washington, A	July	1946	197
Living Memorials, *Anne Mueller*	June	1946	164
Memorial for General Theodore Roosevelt, Jr.	October	1946	386

Miscellaneous

	Month	Year	Page
As Youngsters See It	October	1946	382
Attention Recreation Workers!	January	1947	517
Back Again	November	1946	440
Boy Tells Why His Dad Is Ideal.	September	1946	336
Certificates of Achievement	November	1946	403
Corrections	November	1946	448
Director's Lot, *Bernard Ballantine*.	November	1946	433
Food Still Fights for Freedom	June	1946	174
Freshman Inventory of Leisure Time Skills, A, *Elizabeth Eckhardt May*	July	1946	188
From a Visitor, Frank But Friendly	November	1946	450
Honorary Order of Merit	March	1947	635
Morning Star, *Millard Lampell*	January	1947	515
Official Release on Federal Interagency Committee on Recreation, Thursday, November 7, 1946	December	1946	464
Ohio Cities Vote Recreation Levies	April	1946	42
On the Record	September	1946	320
Open Air Forum, The, *Walter Wolf Caffyn*	August	1946	257
People's Report	March	1947	645
Postman Brings, The	March	1947	654
Progress Report on Membership, A, *Wayne C. Sommer*	October	1946	358
Recommendations	November	1946	444
Recreation Programs in Public Housing Facilities, *Ernest Buff*.	December	1946	469
Study in Values, A, *Philip L. Seman, Ph. D.*	October	1946	390
What's Your Hurry? *Constance J. Foster*	July	1946	201
Word from Dr. L. P. Jacks	September	1946	317

Movies

Aids for Your Program	November	1946	445
Films for Children	December	1946	496
Films for Recreation	December	1946	487
Motion Pictures and American Culture, *Fred Eastman*	July	1946	228

Museums

Bob and Bess Find a Hobby, *Dr. William L. Lloyd*	July	1946	191
Durham, North Carolina, Prepares Museum for Early Opening	November	1946	447
How Far That Little Candle	December	1946	465
Junior Museum, *Josephine D. Randall*	December	1946	467

Music

"Around the Clock in Song," *Leah G. Fudem*	May	1946	71
Christmas Carols	December	1946	502
Let Music Swell	March	1947	666
Music as Recreation, *John Alden Carpenter*	October	1946	352
Music Festival	July	1946	229
Music for Millions, *Paula Levinson*	December	1946	477
Opera by the People	November	1946	448
Some Young Music Lovers, *Grace S. Eichmann*	December	1946	479
Spell of Music, The	January	1947	561
Where Classics Are Hits, *Elizabeth Sanders*	May	1946	90
Your Own Music for the Asking, *Arline Boucher* and *John Leo Tehan*	October	1946	355

National Joseph Lee Day

This Day is Ours, *Mary Lowe Smith*	May	1946	66
To Honor Joseph Lee	May	1946	61

Nature Activities

Forward Step in Forestry, A	October	1946	384
Friendly Philosopher of the Wilds, *Archibald Rutledge*	July	1946	200
Is There a Naturalist in the Community? *Jean Carter Ogden*	October	1946	362
Junior Foresters, *Frank Pipal*	October	1946	359
Pioneer Spirit—Georgia Style, The	July	1946	227
Playing with Nature, *Mildred J. Ericson*	July	1946	184
Young Foresters	November	1946	434

Parks

Bureau of Parks Gets the Go-Sign	October	1946	384
City Buys a Park, A	October	1946	373

Philosophy of Recreation and Leisure

Case for the Amateur, A, *James Peter Warbasse*	October	1946	361
Community Organization and Planning	November	1946	448
Good Things in Life, The, *Knox Manning*	October	1946	386
Recreation: An Essential Community Service	October	1946	374
Recreation Guidance, *S. R. Laycock*	November	1946	412
Recreation Movement in America, The	November	1946	404
Small Town to the City	December	1946	490
Space for Play, *Harold L. Ickes*	July	1946	179

Playgrounds and the Playground Program

Archery in Oregon	July	1946	215
Integrating Activities, *Ann Mueller*	April	1946	28
Making Playgrounds Out of Backyards and Living Rooms, *Alice Dietz*	November	1946	449
Music on the Playgrounds	April	1946	15
Now All Together: a Festival of Fellowship, *Elizabeth Hines Hanley*	April	1946	21
Play and the Players: 1946 Brand, *Josephine Blackstock*	July	1946	202
Playground Season 1945	April	1946	9
Pre-Kindergarten Playgrounds, *A. J. Schara*	December	1946	506
Public Agency and a Private Agency Work Together, A, *Helena G. Hoyt* and *Lester L. Schaeffer*	April	1946	25
Sampling the Summer Playground Notebook	April	1946	16

	Month	Year	Page
Seashore Playground at Daytona Beach, Florida	August	1946	260
Tales from a Southern City Festival Week, *Patricia Royal*	April	1946	3
In the Swim Again, *Jack Kilpatrick*	April	1946	6
How We Improved the Playground, *Etta Rose Bailey*	April	1946	8
Why Some Playgrounds Are Successful While Others Fail	April	1946	40
Wings of the World, *Daisy Hunter*	April	1946	19

Programs in Action

Inter-civic Club Recreation Jamboree, *Louis E. Means*	January	1947	542
Letter from England	March	1947	647
Long Range Program: Immediate Results, *Frank J. Manley*	August	1946	241
Ogden Balances the Program, *Ellis S. McAllister*	March	1947	636
Organizing a Full Time Recreation Program, *Vernon H. Krieser*	August	1946	238
Preschoolers, *Betty Barry*	January	1947	528
Program for a City, *W. C. McHorris*	December	1946	488
Program for the County of Los Angeles	August	1946	279
Program Highlights	December	1946	472
Recreation Director Goes Fishing, A, *Oka T. Hester*	August	1946	245
Renaissance in St. Louis, *J. A. Turner*	January	1947	538

Publicity

Now Off the Press!	June	1946	161
Now Off the Press!	September	1946	342
One in a Hundred	April	1946	42
Telephone Directory with a Message, A	July	1946	199
What Editors Say About *The ABC's of Public Relations for Recreation*	April	1946	50

Quotations About Recreation

Recreation Viewed in the Magazine, *Holiday*	July	1946	226
What They Say About Recreation	April	1946	24
	May	1946	72
	June	1946	155
	July	1946	196
	August	1946	259
	September	1946	312
	October	1946	364
	November	1946	419
	December	1946	462
	January	1947	529

Radio

Adventures in Ether-Land, *Otis Morse*	August	1946	255
Books Bring Adventures, Series III	November	1946	445
Columbus Plans for Radio	December	1946	463
House of Make Believe: San Diego Playgrounds on the Air	October	1946	370
Recreation, Decatur and Radio, *Mary Graham Andrews*	May	1946	68
Teaching Fun by Air	June	1946	166

Reading and Libraries

Best Companions, The	December	1946	471
Poetry . . . For Fun	October	1946	354
Recreation by Bookmobile, *Rubie Moss Hanks*	December	1946	460

Recreation for Servicemen

Navy's Peacetime Plans for Recreation, The, *Commander M. A. Gabrielson, USNR*	November	1946	428

Recreation in Communities

"Better Members of the Community"	December	1946	486
Notes from Delaware	August	1946	274
Report from New Orleans	July	1946	226
Summertime—and New Yorkers Are Playing!	August	1946	253
Texarkana, U.S.A., *Hugh T. Henry*	October	1946	368
"Where Shall We Adventure?"	October	1946	347
Willow Whistles	January	1947	530

Recreation in Federal Agencies

Inter-Agency Committee on Recreation	February	1947	596
Recreation in Extension Service USDA	February	1947	571
Recreation in Fish and Wildlife Service	February	1947	580
Recreation in National Park Service	February	1947	598
Recreation in the National Forests	February	1947	587
Recreation in U. S. Office of Education	February	1947	615

Recreation in Institutions

Recreational and Musical Therapy, *Anna H. Furman* and *Caroline E. Furman*	December	1946	481

Rural Recreation

Discover Your Neighbors! *Marianne Brown*	January	1947	525

Safety

Judge Amanda's Decision, *Faith Kildare*	September	1946	330

Services Available from National Recreation Association

At Your Service	January	1947	522
Plans and Surveys	March	1947	631
Recreation Training Institutes	March	1947	665
Services Available Through the National Recreation Association.	February	1947	621

Small Communities

	Month	Year	Page
City Goes to Town, A, *Earl A. Collins*	July	1946	198
Community Job Master, The	May	1946	75
Great Gift in a Small Package	March	1947	634
Nothing Ventured—Nothing Gained, *L. Gladys Simonini* and *Elizabeth Christopher*	May	1946	73
Organizing Recreation in a Small Community, *D. B. Dyer*	September	1946	291
Recreation for a District, *George R. Vestal*	July	1946	211
Success Story, *Richard S. Westgate*	October	1946	357
Women Go After Recreation Facilities, *Margaret Ayers*	November	1946	446

Social Recreation

Partyometry Begins with "T," *Arline Janette Brauer*	August	1946	263
Social Recreation Institute, *Jessie R. Garrison*	August	1946	264

Special Groups, Elderly

Antidote to Loneliness, *Gladys Morrill*	September	1946	303
Creative Energy Is Ageless, *Harry A. Levine*	October	1946	375
Life Begins at Forty Plus, *Kathleen Gorrie*	August	1946	235
Recreation Club for the Aged, A, *Sara M. McCaulley*	January	1947	560
Recreation for Older People in Rural Communities, *Theresa S. Brungardt*	November	1946	416
Recreation on Welfare Island, *Maxwell Lewis*	September	1946	304

Special Groups, Handicapped

Recreation for the Handicapped, *Carolyn Lewis*	August	1946	243

Special Groups, Institutions

Education Has Responsibilities for Recreation, *Julian W. Smith*	June	1946	168
Hospital Work, *Marie A. Vetter*	September	1946	332

State Recreation

Indiana Park Executives Learn More About Recreation on State Park Campus, *Garrett G. Eppley*	June	1946	167
Montana Project, The, *Baker Brownell*	June	1946	146
North Carolina Recreation Commission, The, *Harold Meyer*	June	1946	142
Overview, *Harlan G. Metcalf*	June	1946	138
Parks of the National Capital, The	June	1946	170
Recreation and State Youth Commissions	June	1946	171
Recreation in New York	June	1946	169
Recreation Services in Tennessee's Parks, *William H. Hay*	June	1946	153
State Agencies and Recreation			
State Parks	June	1946	115
Extension Services	June	1946	120
Conservation for Recreation	June	1946	123
State Universities Have State-Wide Campuses	June	1946	126
Forests for the People	June	1946	131
"Concrete" Recreation	June	1946	132
Libraries Go to the People	June	1946	134
Educational Authorities	June	1946	136
State of Recreation in the State of Vermont, The, *Theresa S. Brungardt*	June	1946	156
State Planning Agencies Think About Recreation	June	1946	162
State Planning Board Plans for Recreation, A, *Roy A. Helton*	June	1946	149
State Recreation News Notes	November	1946	443
	December	1946	494
	January	1947	562
State Recreation Notes	August	1946	273
State University Serves the American People's Theater, A, *C. R. Kase*	June	1946	144
Tennessee Blazes a New Trail for Camp Leaders, *Paul S. Mathes*	June	1946	140
Toward a Fuller Life, *Jane Farwell*	June	1946	151
Ways of the Bayou Country	July	1946	207

Youth Recreation Programs

Co-Recreation Group, Mount Vernon, N. Y., *R. W. Cammack*	May	1946	98
Festival, *Oka T. Hester*	January	1947	534
Rec—A Year Old Child of Promise, The, *Jessie H. Haag* and *David J. Carrigan*	May	1946	76
Survey, *Jane W. Poulton*	March	1947	656
Tigertown Jamboree, *Harold Hainfeld*	November	1946	432

Book Reviews

Adventures in Thrift, *Harry C. McKown*	July	1946	232
American Foundations for Social Welfare, *Shelby M. Harrison* and *F. Emerson Andrews*	September	1946	344
Animals for You to Make, *Philip L. Martin*	October	1946	400
Around the World in St. Paul, *Alice L. Sickels*	December	1946	511
Baseball 1946, *edited by Leslie M. O'Connor*	August	1946	288
Best Years, The, *Walter B. Pitkin*	January	1947	568
Boy's Treasury of Things-to-do, *Caroline Horowitz*	May	1946	112
Building the Small Boat, *Cliff Bradley*	September	1946	344
Canoeing A-Z, *Ruth Elwedt*	October	1946	400
Careers in Social Service, *Evelyn M. Steele* and *H. K. Blatt*	May	1946	112
Care for Your Kitten, *Margaret F. Atkinson*	June	1946	176

	Month	Year	Page
Children and Literature	June	1946	176
Christmas Tales for Reading Aloud, *edited by Robert Lohan*	November	1946	456
College Unions, *Edith Ouzts Humphreys*	December	1946	511
Community Can Do It, The	April	1946	56
Community Chests and Councils of America, Inc.	January	1947	568
Creative Old Age, *Clare deGrouchy*	January	1947	568
Ditty Bag, The, *compiled by Janet E. Tobitt*	September	1946	344
Esquire's 1946 Jazz Book, *edited by Paul Eduard Miller*	September	1946	344
Fifty Cases for Camp Counselors, *Roland W. Ure*	August	1946	288
Flags of All Nations, *Cleveland H. Smith* and *Gertrude A. Taylor*	September	1946	344
Fundamentals of Wood Working, *Harry C. Helfman*	July	1946	232
Fun for Me!	August	1946	288
Fun with Puzzles, *Joseph Leeming*	April	1946	56
Game Book, The, *Margaret Mulac*	June	1946	176
General Leathercraft, *Raymond Cherry*	July	1946	232
General Plastics, *Raymond Cherry*	July	1946	232
General Shop Woodworking, *Verne C. Fryklund* and *Armand J. LaBerge*	July	1946	232
Gilbert and Sullivan Songs for Young People, *selected and arranged by Margaret Bush*	December	1946	511
Girl's Treasury of Things-to-do, A, *Caroline Horowitz*	May	1946	112
Golden Bible, The	March	1947	673
Golden Encyclopedia, The, *Dorothy A. Bennett*	November	1946	456
Guidance of Children Through Physical Education, *Dorothy La Salle*	October	1946	400
Happy Island, The, *Sally Lee Woodall*	December	1946	511
H. M. S. Pinafore, *adapted by Opal Wheeler*	December	1946	511
Home Away From Home, *Julia M. H. Carson*	October	1946	400
How of the Helicopter, The, *Alfred H. Stevens, Jr.*	August	1946	288
How to Make the Varsity, *Stanley Pashko*	May	1946	112
How to Sail a Boat, *Joseph Lee*	November	1946	456
Introduction to Exceptional Children, *Harry J. Baker, Ph.D.*	July	1946	232
Leisure Time Education, *Anna May Jones*	July	1946	232
Let's Enjoy Living Today, *Joseph B. Hutchinson*	September	1946	344
Life in Montana, *prepared by the Montana Study of the University of Montana*	July	1946	232
Little Girl's Treasury of Things-to-do, A, *Caroline Horowitz*	May	1946	112
Living in Our Communities (Civics for Young Children), *Edward Krug* and *I. James Quillen*	December	1946	511
Music for Your Child, *William Krevit*	January	1947	568
My One Contribution to Chess, *F. V. Morley*	November	1946	456
Official Track and Field Guide, *edited by Kenneth L. Wilson*	June	1946	176
Outdoor Life Anthology of Fishing Adventures	August	1946	288
Outdoor Life Anthology of Hunting Adventures	August	1946	288
Pay Dirt, *J. I. Rodale*	May	1946	112
Penguin Hoyle, The, *Edited by Albert H. Morehead* and *Geoffrey Mott Smith*	March	1947	673
Personal Hygiene Applied, *Jesse Feiring Williams*	August	1946	288
Physical Education, *George K. McKechnie*	January	1947	568
Play Party Book, The, *edited by Ed Durlacher*	May	1946	112
Prevention, First Aid and Emergencies, *Lyla M. Olson*	August	1946	288
Proceedings of the Eleventh Annual Chicago Recreation Conference	June	1946	176
Puppet Theatre Handbook, The *Marjorie Batchelder*	March	1947	673
Radio's Second Chance, *Charles S. Siepmann*	June	1946	176
Rural Handicrafts in the United States, *Allen Eaton* and *Lucinda Crile*	March	1947	673
Secrets of Magic, *Merlin Swift*	September	1946	344
Shooting the Bow, *Larry C. Whiffen*	November	1946	456
Simplified Sketching, *Charles X. Carlson*	November	1946	456
Small Communities in Action, *Jean and Jess Ogden*	January	1947	568
So You Want to Be a Camp Counselor, *Elmer Ott*	August	1946	288
Square Dances, *Ed Durlacher*	April	1946	56
Stories From the South, *compiled by Marion Belden Cook*	August	1946	288
Stories From the West, *Marion Belden Cook*	March	1947	673
Time on Your Hands	April	1946	56
Tumbling for Students and Teachers, *Samuel F. Harby*	May	1946	112
Values for Survival, *Lewis Mumford*	December	1946	511
We Can Have Better Schools, *Maxwell S. Stewart*	April	1946	56
What Can I Do Now?	April	1946	56
Windows Open to the World, *Dorothy Gladys Spicer*	November	1946	456
Working in Leather, *M. Ickis*	April	1946	56
Years Ahead, The	October	1946	400
Young Boy's Treasury of Things-to-do, A, *Caroline Horowitz*	May	1946	112
Youth and Jobs in Canada	September	1946	344
Youth and Recreation, *prepared by the Canadian Youth Commission*	October	1946	400

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